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ABSTRACT

This primary source kit offers history teachers the opportunity to use primary sources from the Maryland Historical Society to activate student interest in United States history and to encourage participation in National History Day. This source kit features original documents, images, maps, oral histories, broadsides, and a variety of other resources relevant to each year's National History Day. The teacher's guide features a set of activity sheets for use in gathering and interpreting data from multiple sources. All materials in the kit are reproducible for classroom use. Appropriate for use in elementary, middle, and high school classrooms, the source kit can be employed to teach economics, political science, civics, geography, and other facets of social studies. Context pages provide a way for teachers to familiarize themselves with the sources prior to their use and include the following information for each source: a bibliographic entry; the What? Who? When? Where? and Why?; a brief description with background information; reference to a secondary source with more information on topics explored; and research topics and discussion prompts. (BT)

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Encountering Maryland's Past, Volume 3: Frontiers in History. A Primary Source Kit from the Maryland Historical Society.

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Encountering Maryland's Past

Volume 3: Frontiers in History

A Primary Source Kit from the
Maryland Historical Society

Maryland State Department of
EDUCATION

THE ROUSE COMPANY

MARYLAND
HUMANITIES
COUNCIL

Columbia Gas®
of Maryland
A Columbia Energy Group Company

Encountering Maryland's Past

An Introduction to the Primary Source Kit

Encountering Maryland's Past: Primary Source Kits for the Classroom offers history teachers the opportunity to use primary sources from the Maryland Historical Society to activate students' interest in United States history and to encourage participation in National History Day. An annual series, these kits feature original documents, images, maps, oral histories, broadsides, and a variety of other resources relevant to each year's National History Day theme. (For more information on National History Day, see "Introducing National History Day.") Each kit comes complete with a volume of primary sources related to the History Day theme. The teacher's guide features a set of activity sheets for use in gathering and interpreting data from multiple sources. *All materials in the primary source kits are reproducible for classroom use.*

Analysis of authentic materials from the past encourages students to connect local history to broader events occurring in the history of the nation. Working with primary sources in the classroom can result in interesting discussions that lead into topics traditionally covered in the American history curriculum. Appropriate for use in elementary, middle, and high school classrooms, the sources can also be employed to teach economics, political science, civics, geography, and other facets of social studies. Teachers may choose to use the primary source kit in one of the following ways:

- To introduce new topics in the curriculum;
- To facilitate discussion in the classroom;
- To capture students' interest by looking at issues through a "local lens";
- To involve students in cooperative learning teams;
- To develop and refine students' analytical and problem-solving skills;
- To encourage students to carry out historical research;
- To kick off National History Day projects.

Components of the Primary Source Kit

Primary Sources

Within the kits, teachers will find a set of primary sources drawn from the collection of the Maryland Historical Society. Dating from the earliest days of Maryland settlement to the present, each source has relevance to the annual History Day theme.

Context Pages

The context pages provide a way for teachers (and students) to familiarize themselves with the sources prior to their use in the classroom. These pages include the following information for each source:

A bibliographic entry.

The What? Who? When? Where? and Why? of the source.

A brief description with background information.

Reference to a secondary source with more information on topic(s) explored by the source. Most references will be to *Maryland: A Middle Temperament* by Robert J. Brugger.

Research topics and discussion prompts.

Each source is multi-faceted and should lend itself to the discussion and investigation of a variety of topics. Listed on each context page are research topics for each source. Note that some of the research topics are *recurrent themes,* appearing throughout the volume. By focusing on one of the recurrent themes, students can make connections between sources, working with more than one to investigate a general historical theme.

Correlation of Sources with MSPAP and Core Learning Goals for Social Studies

These charts relate the sources to the goals of the Maryland School Performance Program.

"The Top Ten" for Elementary School Students

This section suggests ways to use this volume's sources with elementary school students.

Encountering Maryland's Past

A Primary Source Kit from the Maryland Historical Society

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Cover photograph: "NAACP Meeting [October 1948]." Henderson Collection. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

An Introduction to Historical Sources

Encountering Maryland's Past, Volume III: Frontiers in History offers history teachers the opportunity to use primary sources from the Maryland Historical Society to activate students' interest in United States history and to encourage participation in National History Day. The third in an annual series, this kit features original documents, images, maps, oral histories, broadsides, and a variety of other resources relevant to the 2001 National History Day theme "Frontiers in History." (For more information on National History Day, see "Introducing National History Day") This kit comes complete with a volume of sources related to the History Day theme and a teacher's guide to interpreting primary sources. The teacher's guide features a set of sctivity sheets for use in gathering and interpreting data from multiple sources. All materials in the primary source kits are reproducable for classroom use.

All sources provide a window to past events and people's lives. How clear these windows are, and how wide a view they give, depends upon the types of sources historians use to investigate the past. To reconstruct and interpret the past, historians must make use of the evidence left by those who preceded us. The evidence used by historians to interpret the past is divided into two categories: primary and secondary sources. The use of both primary and secondary sources to answer historical questions is a process fraught with challenges. Both types of sources have qualities that make them viable tools for representing the past as well as qualities that cause historians to question their reliability and utility in accurately representing past events or people's lives. Historians must be aware of the positives and negatives of each type of source before they begin to interpret and reconstruct events and people's lives. Balancing information from various sources can lead to a more well-rounded and accurate depiction of the past.

Primary Sources

Primary sources are records created by people with first-hand knowledge of an event. The authors of these sources either participated directly in the activity or witnessed the event from close proximity. Diaries, journals, letters, some newspaper articles, paintings, photographs, legal and government records, wills, maps, speeches, objects of material culture (clothing, tools, etc.), posters, and oral history interviews all may serve as windows to an event or person's life.

Primary sources can personalize the past and illustrate the effects of events on individuals or groups. Students of history are often drawn into the emotional and physical feelings that people experienced at the moment history was being made.

The emotion and immediacy that historians gain from the use of primary sources is not without certain obstacles. First-hand accounts reflect the perspective of those who created them. In order to make the best use of primary sources to reconstruct an event or person's life, historians must investigate as many accounts as possible. An awareness of the author's social, political, or economic biases must be weighed in order to interpret how well a primary source reflects an historical event. Each of the primary sources you will work with in the *Encountering Maryland's Past* kits offers these challenges and obstacles.

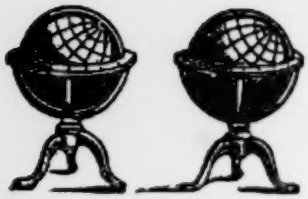
Documents: Diaries, journals, reports, letters, minutes of meetings, laws, speeches, inventories, statistics, birth and death certificates, and wills provide first-hand written information regarding historical events and people's lives. These accounts must be evaluated to determine how the proximity to an event or person, emotion, or social, political, and economic perspectives may have influenced the account. By evaluating the perspectives of the source's author, as well as your personal biases, you can begin to use documents to reconstruct the past.

Objects: Often referred to as material culture, artifacts left by people also provide historical evidence. The tools, games, toys, and jewelry, furniture, clothing, and architecture of a culture provide a window into the beliefs, norms, and values of a group of people at a time in history. These artifacts often allow you to learn about people who did not leave behind written evidence of their lives. Objects re-create the past in three dimensions. Seeing and touching things from the past may give a sense of what it was like to live in an earlier time. Objects must be evaluated with the realization that the types of artifacts that survive to the present highlight what people felt was important at the time. Often objects associated with special occasions in peoples' lives are saved while little remains of the everyday.

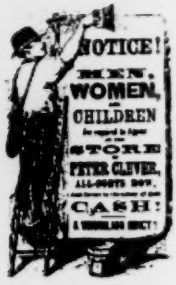
Pictures: These sources offer a moment "fixed" in time that allow observers the opportunity to view an historical event or person's life. Pictures may reveal customs, preferences, and styles of a time period and permit us to view people at a variety of moments in their lives. Pictures must be studied with the realization that they reflect the judgment of what the subject, photographer, and artist felt was important at that time.

Oral Histories: One way to find out about the past is to talk to people who lived it. Many traces of history are carried in the memories of participants in, and eyewitnesses to, historical events. Interviews can fill in details and add stories left out of the written record or simply forgotten. An obstacle with oral histories is that often, as the distance between an event and the re-telling of it increases, the reliability of the recall decreases. Memory, a desire to rework a person's place in history, and other biases can draw into question the accuracy of oral histories.

Newspapers: Immediate and detailed information can be gleaned from newspaper articles written close to the time of an event. Before utilizing information from a newspaper, determine if the article is an opinion piece, editorial, or feature article. In addition, in order to make the best use of newspaper information, particularly newspapers from the 19th century, assess the editorial bias of the paper.



Maps: Maps can reveal the depth of understanding that people in the past had about the physical and political make-up of the world. Examined over time, maps can show technological development and the interrelationship between people and the environment. Key to the use of maps is an understanding that maps are a window into how the mapmaker saw the world.



Ads and Broadsides: Billboards, magazine inserts, and posters offer visual evidence of fashions, trends, prices, priorities, and issues that were important in the past. When using these sources for historical investigation, you must consider the reasons why the ad was produced and the audience for whom it was intended.

Secondary Sources

Secondary sources are created by a person who has examined primary sources and used them to interpret a past event. Secondary sources do not reflect the perceptions of someone who had a direct relationship to the event but the study of an event after the fact. Books, magazines, textbooks, and some newspaper articles serve as goods examples of secondary sources.

Like primary sources, secondary sources offer a number of obstacles to overcome in order to construct an accurate picture of the past. In particular, historians must check their sources against others to determine if the sources agree or contradict each other. They must take into account both the perspective of the person who created the primary source and their own bias, both of which can affect the interpretation of a source and the telling of an historical story. To give students the opportunity to discover the difference between primary and secondary sources, use the worksheet *Primary vs. Secondary Sources: A Comparison* (in the teacher's guide).

For More Information on Maryland History See

Maryland: A Middle Temperament, 1634-1980
by Robert J. Brugger
The Johns Hopkins University Press
Baltimore, 1988

Maryland: A History of Its People
by Suzanne Ellery Greene Chapelle, Jean H. Baker, Dean R. Esslinger, Whitman H. Ridgway, Jean B. Russo, Constance B. Schulz, Gregory A. Stiverson
The Johns Hopkins University Press
Baltimore, 1986

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Primary Source # 2 *1819*

Johnson, James, and Randall, V.W. "The Challenge accepted [29 September 1819]." Broadside. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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"Colored Pool, Druid Hill Park [January 1927]." 1970.5. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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Primary Source # 4 *1948, 1949*

"NAACP Meeting [October 1948]." Henderson Collection. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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Primary Source # 6 *c.1964*

"Integrated School Classroom [c.1964]." B1595. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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Brailey, Senator Troy. Interview by Michael Louis, 16 July 1976. Transcript of tape recording. McKeldin Jackson Oral History Collection, OH 8147. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

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Primary Source # 8 *1747*

"Bill of Lading for Tobacco [December 7, 1747]." CD2844. Document. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 9 *1774*

Johnson, Joshua. Page from account book showing complete details of cargoes shipped to Maryland [10 February 1774]. Johnson Account Book, MS 499. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 10 *c.1906*

"Traffic at Pratt and Lights Streets [c.1906]." MC2481. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 11 *1914–15*

"USDA Food Inspection: Canning Spinach [1914–15]." Z24.84. PP133. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

"USDA Food Inspection: Oyster Steaming, R.E. Roberts Company [1914–15]." Z24.1082. PP133. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 12 *1926, 1940*

Cover of Ocean City commercial pamphlet showcasing lots and properties [Summer 1926]. PAM 3040. Pamphlet. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

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THE CONSTITUTIONAL FRONTIER

Primary Source #15 c.1856–c.1863

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Primary Source #18 *1905*

"Special Report of the Executive Committee to the Baltimore Reform League on the Poe Amendment [19 April 1905]." PAM 1497. Document. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source #19 *1920*

"Journal of the Proceedings of the Senate [20 September 1920]." MJ87. Document. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source #20 *1933*

"H. L. Mencken celebrating the repeal of Prohibition at the Hótel Rennert [December 1933]." Z24.1059. Z24.1679. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

THE CULTURAL FRONTIER

Primary Source #21 *1912*

"Girls' Socialist Sunday School Class [1912]." MC9245B. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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Primary Source #22 *1919, 1928–29, 1949*

"Members of the Hellfighters Band (instrument casualties of World War I.) [1919]." Eubie Blake Collection. Z24.1575. MS 2800. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

"Chorus Line from vaudeville tour of 'Shuffle Along' [1928–29]." Z24.1353. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

"Royal Theatre, Always a Good Show [October 1949]." Henderson Collection. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source #23 *1945*

"VE Day, corner of Park and Lexington Streets, Baltimore [7 May 1945]." B359. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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Chisholm, John. Typed transcript of letter to James Chisholm [25 November 1751]. Colonial Collection. MS 2018. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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Primary Source # 30 *1808*

Davis, John. "Baltimore Water Company [27 September 1808]." Broadside. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 31 *1838*

"Hussey's Reaping Machine [1838]." Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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"Electric Wire laid under Howard Street [1901]." Z24.376. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

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Primary Source # 35 *1904*

"Johns Hopkins Hospital operating room [1904]." Z24.414. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 36 *c.1910*

"Baltimore, Severn Park and Annapolis Railway [c.1910]." Z24.577. Photograph. Special Collections

Department, Maryland Historical Society Library, Baltimore, Maryland.

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Encountering Maryland's Past, Volume 3: Frontiers in History and the *Maryland High School Core Learning Goals*: A Correlation

The following chart displays the correlation between the sources contained in ***Encountering Maryland's Past,*** Volume 3: Frontiers in History and the *Maryland High School Core Learning Goals for Social Studies.* Use the chart to relate the sources to your instructional program and the *Core Learning Goals* for United States History and Government.

GOAL 1: Political Systems
GOAL 2: Peoples of the Nation and World
GOAL 3: Geography
GOAL 4: Economics

Source #	*Date of Source*	*Core Learning Goal United States History*	*Core Learning Goal Government*
1	1819-1872	*	*
2	1819	Goal 1, Expectation 1, Indicator 3	
3	1927	Goal 1, Expectation 1, Indicator 2	Goal 1, Expectation 1, Indicator 4
4	1948-1949	Goal 1, Expectation 1, Indicator 3	Goal 1, Expectation 1, Indicator 4
5	1949	Goal 1, Expectation 4, Indicator 2	Goal 1, Expectation 1, Indicator 4
6	c.1964	Goal 1, Expectation 4, Indicator 2	Goal 1, Expectation 2, Indicator 2
7	1976	Goal 1, Expectation 2, Indicator 1	Goal 1, Expectation 1, Indicator 4
8	1747	*	*
9	1774	*	*
10	c.1906	Goal 4, Expectation 1, Indicator 1	
11	1914-1915	Goal 1, Expectation 5, Indicator 1	Goal 4, Expectation 1, Indicator 3
12	1926-1940	Goal 4, Expectation 1, Indicator 4	
13	c.1930-c.1960	Goal 4, Expectation 1, Indicator 1	
14	1945	Goal 4, Expectation 1, Indicator 1	
15	c.1856-1863	*	*
16	1861	Goal 1, Expectation 8, Indicator 1	Goal 1, Expectation 2, Indicator 4
17	1896	Goal 1, Expectation 1, Indicator 2	Goal 1, Expectation 1, Indicator 4
18	1905	Goal 1, Expectation 1, Indicator 2	
19	1920	Goal 1, Expectation 2, Indicator 3	Goal 1, Expectation 1, Indicator 3
20	1933	Goal 1, Expectation 1, Indicator 5	
21	1912	Goal 1, Expectation 2, Indicator 1	
22	1919-1949	Goal 1, Expectation 1, Indicator 3	
23	1945	Goal 2, Expectation 2, Indicator 3	
24	1751	*	*
25	1796	*	*
26	1849-1854	Goal 3, Expectation 1, Indicator 3	
27	1854	Goal 3, Expectation 1, Indicator 3	
28	1877	Goal 1, Expectation 2, Indicator 4	Goal 1, Expectation 2, Indicator 3
29	c.1914	Goal 3, Expectation 1, Indicator 3	
30	1808	*	*
31	1838	*	*
32	1874	Goal 4, Expectation 1, Indicator 1	
33	1889	Goal 1, Expectation 1, Indicator 5	
34	1901-1913	Goal 3, Expectation 1, Indicator 4	
35	1904	Goal 1, Expectation 1, Indicator 5	
36	c.1910	Goal 3, Expectation 1, Indicator 4	
37	1914	Goal 1, Expectation 1, Indicator 5	Goal 4, Expectation 1, Indicator 3
38	1941-1945	Goal 2, Expectation 1, Indicator 2	
39	1943	Goal 1, Expectation 2, Indicator 5	
40	1972	Goal 3, Expectation 2, Indicator 2	Goal 4, Expectation 1, Indicator 3

* *These sources pre-date the chronological framework for the Maryland High School Core Learning Goals.*

Encountering Maryland's Past, Volume 3: Frontiers in History and the *MSPAP Social Studies Outcomes and Indicators,* Grades 6 – 8: A Correlation

The following chart displays the correlation between the sources contained in ***Encountering Maryland's Past,*** Volume 3: Frontiers in History and the *Maryland School Performance Assessment Program (MSPAP) Outcomes and Indicators for Social Studies, Grades 6 -8.* Use the chart to relate the sources to your instructional program and the Social Studies Outcomes and Indicators.

SOURCE #	DATE OF SOURCE	MSPAP OUTCOME						
		Political Systems	Geography	Peoples of the Nation and the World	Economics	Skills and Processes	Valuing Self and Others	Understandings and Attitudes
1	1819, 1825, 1872	X	X	X	X	X	X	X
2	1819	X			X	X	X	
3	1927	X				X	X	X
4	1948, 1949	X				X	X	X
5	1949	X			X	X	X	X
6	c.1964	X				X	X	X
7	1976	X	X			X	X	X
8	1747		X		X	X		
9	1774		X	X	X	X		
10	c.1906		X		X	X		
11	1914-1915	X	X		X	X		
12	1926, 1940		X		X	X		
13	c.1930, c.1960		X		X	X		
14	1945	X	X	X	X	X		
15	c.1856-1863				X	X		
16	1861	X	X			X		X
17	1896	X	X		X	X	X	X
18	1905	X				X	X	X
19	1920	X				X	X	X
20	1933	X			X	X		X
21	1912	X				X		X
22	1919, 1928-29, 1949	X				X	X	X
23	1945	X	X		X	X		X
24	1751		X	X	X	X		
25	1796		X			X		
26	1849, 1854		X		X	X		
27	1854	X	X		X	X		
28	1877	X	X		X	X		X
29	c.1914		X		X	X		
30	1808	X			X	X		
31	1838				X	X		
32	1847		X		X	X		
33	1889				X	X	X	
34	1901, 1913				X	X		
35	1904				X	X		
36	c.1910		X		X	X		
37	1914, unknown	X			X	X		
38	1941-5				X	X	X	X
39	1943				X	X	X	X
40	1972		X		X	X		

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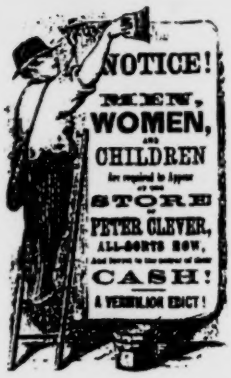

"$100 Reward [20 July 1819]." Z24.1446. Broadside. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Advertisement for runaway slave
Who?	Slave, Joseph Chew; owner, Thomas Johnson
When?	July 20, 1819
Where?	Maryland
Why?	To secure the return of a runaway slave

Description of the Source

Slave labor was an integral part of the Southern plantation economy, and slaves were considered the property of their owners. Many slaves resisted slavery, sometimes taking the risk of fleeing out of state. A runaway slave could represent substantial economic loss to their owners. Owners often advertised for the return of runaways in broadsides such as this one.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 235–47.

Research Topics

Investigate the evolution of slavery in the English, Spanish, and French colonies of North and South America.

Determine the political economic and social realities facing free blacks in Antebellum Maryland.

Determine why the South became economically dependent upon the institution of slavery.

Create a graph that indicates the growth of slavery from 1619 until 1861.

How did the invention of the cotton gin influence slavery and the development of plantation agriculture?

Investigate the impact of slave revolts (Nat Turner, Denmark Vessey) on the rules regarding, and the treatment of slaves.

How was American history affected politically, economically, and socially by this topic?

$100
REWARD.

Ran away from the subscriber, living eight miles from Baltimore, on Falls turnpike road, on Tuesday 22d July, 1814,

Negro Job,

He is a stout black man, about 35 years of age, 5 feet 10 or eleven inches high, stoops when walking fast, flat footed and turns his toes out when in the act of walking, stutters a little in common conversation, but when alarmed increases it—a lump or mark on his shin occasioned by a kick from a horse, has no whiskers and but a small beard—he is fond of dress and occasionally wears a watch, he also is fond of company, and if he drinks any spirits is very apt to use words which he doth not understand the signification of—and amongst his companions he is very noisy, calls himself Joseph Chew—he was seen in the neighborhood of York Haven, about the 1st of January 1817, has been employed by John Gross near York Haven and by John Shelly, on Shelly's island, but he may have left that.

I will give the above reward if he is secured in any jail so that I get him again, and all reasonable charges if brought home or lodged in Baltimore jail.

THOMAS JOHNSON.

Rockland, July 20, 1819.

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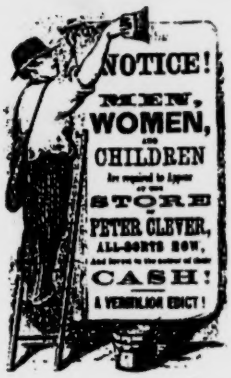
Primary Source #1b (Ad/Broadside)



"$100 Reward [19 October 1825]." Z24.1444. Broadside. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Advertisement for runaway slave
Who?	Slave, Lewis Butler; owner, Thomas Snowden, Jr.
When?	October 19, 1825
Where?	Maryland
Why?	To secure the return of a runaway slave

Description of the Source

In this broadside owner Thomas Snowden of Prince George's County offers a $100.00 reward as for the recovery of Butler. Snowden's farm was located in Southern Maryland, wherein resided 50% of the state's slave population. Sectional tension between slave and free states helped to fuel increasing antagonism in the decades preceding the Civil War.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980*. Pp. 235–47. Baltimore: The Johns Hopkins University Press, 1988.

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$100 REWARD.

RANAWAY from the Subscriber, living in Prince George's County, Maryland, on Thursday, the 6th of October, Negro Man

LEWIS,

commonly called LEWIS BUTLER. Lewis is about six feet high, very dark mulatto, spare made, very long limbs, with very long feet and hands; clothing coarse Osnaburg shirt and trowsers, and other clothing not recollected. I will give Fifty Dollars if taken in the State or District of Columbia; if out of the State, the above reward, and reasonable charges, if brought home, or confined in any Jail so that I get him again.

THOMAS SNOWDEN, Jr.

October 19, 1825.

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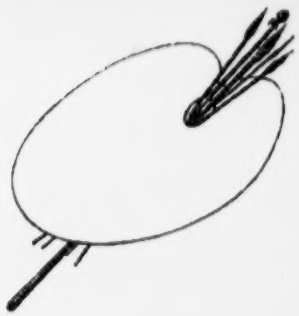

Still, William. "Twenty Eight Fugitives Escaping From the Eastern Shore of Maryland." Z24.2264. Book Illustration. In The Underground Railroad. *102. Philadelphia: Porter and Coates, 1872. E450.S85. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.*

What?	Illustration of slaves
Who?	Escaping slaves or fugitives, as their owners called them
When?	1872
Where?	Eastern Shore of Maryland
Why?	To illustrate the workings of the "Underground Railroad"

Description of the Source

Because Maryland bordered the free state of Pennsylvania, escaping slaves traveled through Maryland as a route to freedom. The "Underground Railroad" was neither a railroad nor was it underground; many slaves traveled by foot on roads by night. Rather, it involved the activities of sympathetic individuals and some antislavery activists, such as Harriet Tubman, to hide and help lead fugitive slaves out of slave territories. This illustration, published in a book about the Underground Railroad, depicts the flight of slaves from the Eastern Shore of Maryland.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 235–47.

Research Topics

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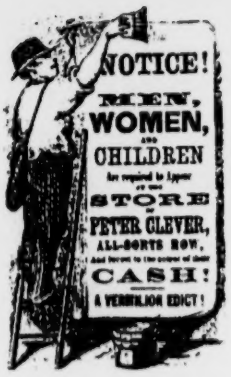

Johnson, James, and Randall, V.W. "The Challenge accepted [29 September 1819]." Broadside. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What? Political handbill challenging the idea of universal suffrage

Who? Those opinions mentioned of William E. Williams are corroborated by James Johnson and V.W. Randall

When? September 29, 1819

Where? Frederick-Town, Maryland

Why? To counter the movement for universal suffrage by endorsing the opinions of Democrat William E. Williams

Description of the Source

Handbills were a popular medium for the expression and dissemination of political opinion. Here, two prominent men, James Johnson and V. W. Randall, uphold the opinions regarding universal suffrage of Captain Williams, a candidate for election to the General Assembly in Frederick-Town. As did other pro-slavery landowners, Williams believed that the vote should be tied to land ownership, and that only those citizens holding property should be allowed to vote. The requirement of land ownership as a provision for the privilege of voting would appear again in the late nineteenth century. For example, in the years following Reconstruction, some states used similar restrictions to deny the vote to African Americans.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 96–102, 164, 166.

Research Topics

Examine the Constitutional Amendments related to suffrage.

Compare and contrast current United States voting regulations with four other democratic nations.

Create a timeline of major events in the suffrage movement for women and African Americans.

Explain the social and economic justifications for landholding being a condition of the right to vote.

Determine when property restrictions for voting were removed in the state of Maryland.

How was American history affected politically, economically, and socially by this topic?

The Challenge accepted

It was so well understood in Frederick-Town that Captain Williams, one of the democratic candidates, was opposed to universal suffrage, that no body thought it worth while to prove it. But to-day we have seen a democratic handbill containing a certificate of Capt. Williams's on this subject, in which we are challenged to the proof. *We accept the Challenge.* Here is proof—proof in abundance.

I do hereby certify, that in conversation with William E. Williams, one of the present candidates for the assembly, at Mrs. Kimboll's, in the winter of 1816 or 1817, the subject of universal suffrage was mentioned. He declared that it was his opinion that NO MAN *ought to be entitled to a vote*, unless he possessed property or paid taxes. I observed to him that it was not prudent to express such sentiments. He replied that *it was his opinion* and he did not care who knew it. This is a plain statement to the best of my knowledge and recollection which I am willing to verify on oath if required.

Sept. 29th, 1819. JAMES JOHNSON.

IN conversation with Mr. William E. Williams, some weeks since, then a candidate, he declared himself *opposed to the right of voting by foreigners, without property qualification.* I stated to him the unpopularity of that sentiment, particularly as he was now a candidate for public favor, and if he was elected he must be elected by the votes of these men. Mr. Williams then observed in explanation, that he did not wish to exclude native born American citizens from that right, and requested that this explanation should be given if the above observation should be used.

September 29, 1819. V. W. RANDALL.

HISTORICAL SOCIETY
No.

We have proved the fact, and now let the people say by their votes on Monday next, whether they agree in opinion with Capt. Williams or not.

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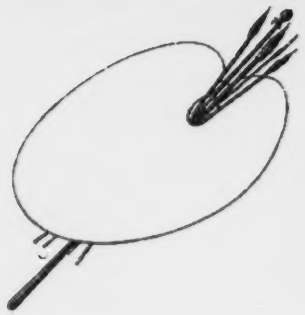

"Colored Pool, Druid Hill Park [January 1927]." 1970.5. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

"White Pool, Druid Hill Park [January 1927]." 1970.5. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Colored and White Swimming Pools, Druid Hill Park
Who?	Baltimore's Segregated Community
When?	January, 1927
Where?	Druid Hill Park, Baltimore, Maryland
Why?	To illustrate segregation

Description of the Sources

Long before it was developed into a municipal park, Druid Hill was a sylvan area within Baltimore City. In the early nineteenth century, anticipating the needs of a growing urban population, the City of Baltimore purchased the area for inclusion in its water supply system. Over time, Druid Hill evolved to become a public park, including picnic areas, lakes, tennis courts, and a zoo, with separate swimming facilities for black and white visitors. Such segregation was practiced at shops and public facilities throughout the South in the last decades of the nineteenth century, and well into the twentieth. After passage of the landmark *Brown v. Board of Education* decision in 1954, organizations such as the National Association for the Advancement of Colored People sought to make public facilities available for all citizens. At Druid Hill Park, both white and African American residents challenged segregation by playing tennis on "whites only" courts. They were arrested and found guilty of unlawful assembly; later desegregation efforts would prove more successful.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 145, 358, 422–23, 471, 560.

Research Topics

Research other services or public places in Baltimore that were segregated.

Assess the benefits and liabilities of desegregation legislation in the 1960s.

What role did the NAACP play in the integration of Druid Hill Park?

Examine the history of Frederick Douglas High School and the impact of desegregation on Baltimore City schools.

How did separation create two societies?

How was American history affected politically, economically, and socially by this topic?

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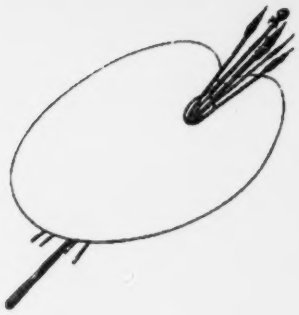


"NAACP Meeting [October 1948]." Henderson Collection. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Meeting of the National Association for the Advancement of Colored People
Who?	The NAACP, Baltimore branch
When?	October, 1948
Where?	Baltimore, Maryland
Why?	To show concern for civil rights

Description of the Source

The National Association for the Advancement of Colored People (NAACP) was formed in 1909 to fight discrimination against African Americans, and to challenge the restrictive laws enacted in the South known as the Jim Crow laws. The Baltimore branch of the NAACP grew in membership, and possessed over 2,000 members by the end of World War II. They worked stridently to integrate public places and institutions such as Druid Hill Park and the University of Maryland. Another target of protest was the poor condition of the "colored classrooms" in Baltimore City's school system. For decades, segregated schools existed in Baltimore and in its counties. The state of Maryland had spent less money supporting African American schools than it did for white schools, and a 1921 commission found a number of them unsafe for use. Such conditions were effectively challenged with the passage of the Supreme Court decision, *Brown v. Board of Education*, in 1954.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 471, 520, 567–68, 570–81, 608.

Research Topics

Create a timeline that highlights major events of the NAACP from its inception to today.

Assess the effectiveness of other organizations that were formed to address civil rights for African Americans.

Research current civil rights issues.

How has freedom of the press affected civil rights throughout U.S. history?

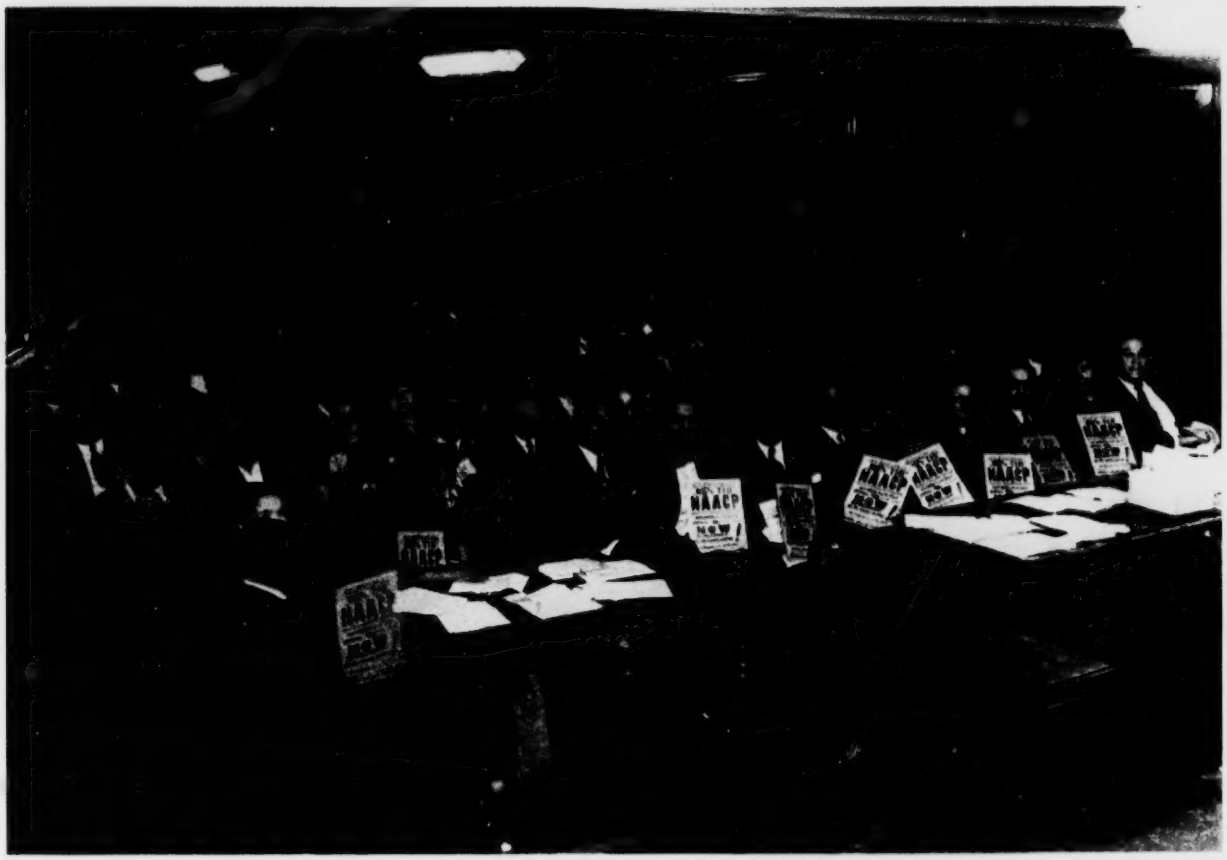
Research influential African American journalists.

Examine the archives of *The Afro-American* to determine the issues important to African Americans in the early twentieth century.

Determine how the integration of Major League baseball changed Negro league baseball.

Investigate the on-field success of the Baltimore Elite Giants.

How was American history affected politically, economically, and socially by this topic?



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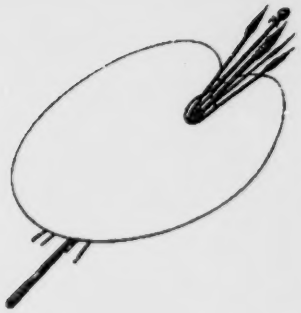

"Afro-American Building [October 1948]." B423a. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Building housing the *Afro-American* Newspaper
Who?	African American journalists
When?	October, 1948
Where?	Baltimore, Maryland
Why?	To expand the African American voice through the press

Description of Source

In 1892, John H. Murphy Sr. formed the Baltimore *Afro-American* newspaper. The *Afro-American* began by reporting the life of the black community. The center of the community was situated in the "Old West" of Baltimore, a neighborhood consisting of African American physicians, dentists, salesmen, and merchants. The newspaper also celebrated the entertainment and nightlife of Pennsylvania Avenue. Over time, the paper exposed the scandals of segregation and became an important opponent of the racially discriminatory Jim Crow laws in Maryland. The paper also published stories decrying the conditions at Baltimore's black classrooms and dilapidated buildings, and sought voting rights for blacks in the South. The paper evolved and eventually expanded to a national readership in the postwar period, and remains one of the nation's leading African American newspapers.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 471, 520, 567–68, 570–81, 608.

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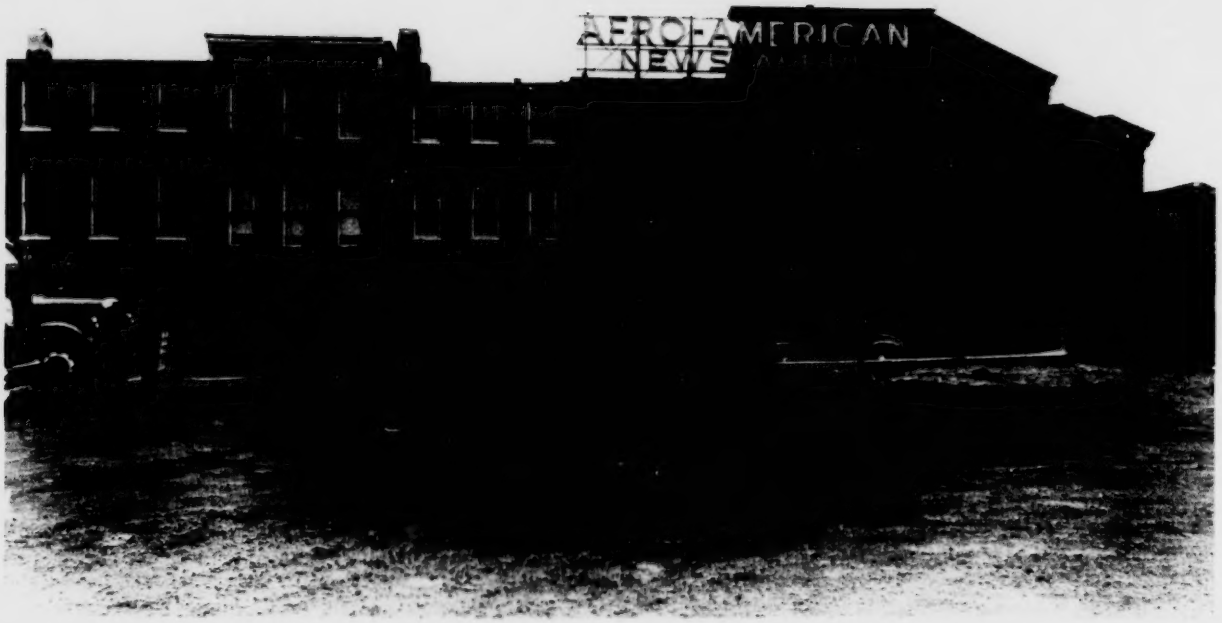

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B423a
Maryland Historical Society

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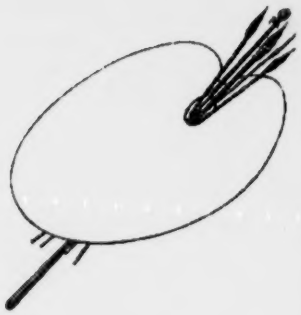

"Elite Giants Catchers [May 1949]." Henderson Collection. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Baseball team members
Who?	Elite Giants catchers
When?	May, 1949
Where?	Baltimore, Maryland
Why?	To show segregation in professional baseball

Description of the Source

The National Association of Baseball Players established the official color line in baseball in December 1868; the organization would bar "any club which may be composed of one or more colored persons." During the late 19th century, black ballplayers began appearing in a few integrated teams and leagues, but by 1900, there were no people of color on the major league teams. The first professional multi-racial team was formed in 1885, the Cuban Giants. Teams like the Giants played independently until an official black league was created in 1920. Rube Foster founded the Negro National League in 1920. In 1923, Ed Bolden formed the Eastern Colored League. By the end of the 1920s, these leagues closed due to financial difficulties. In 1933, a new Negro National League was formed, and in 1937, the Negro American League was formed. The Negro leagues played eleven World Series during the years 1924–1927 and 1942–1948. The Negro National League folded in 1948 with the integration of professional major league baseball.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 471, 520, 567–68, 570–81, 608.

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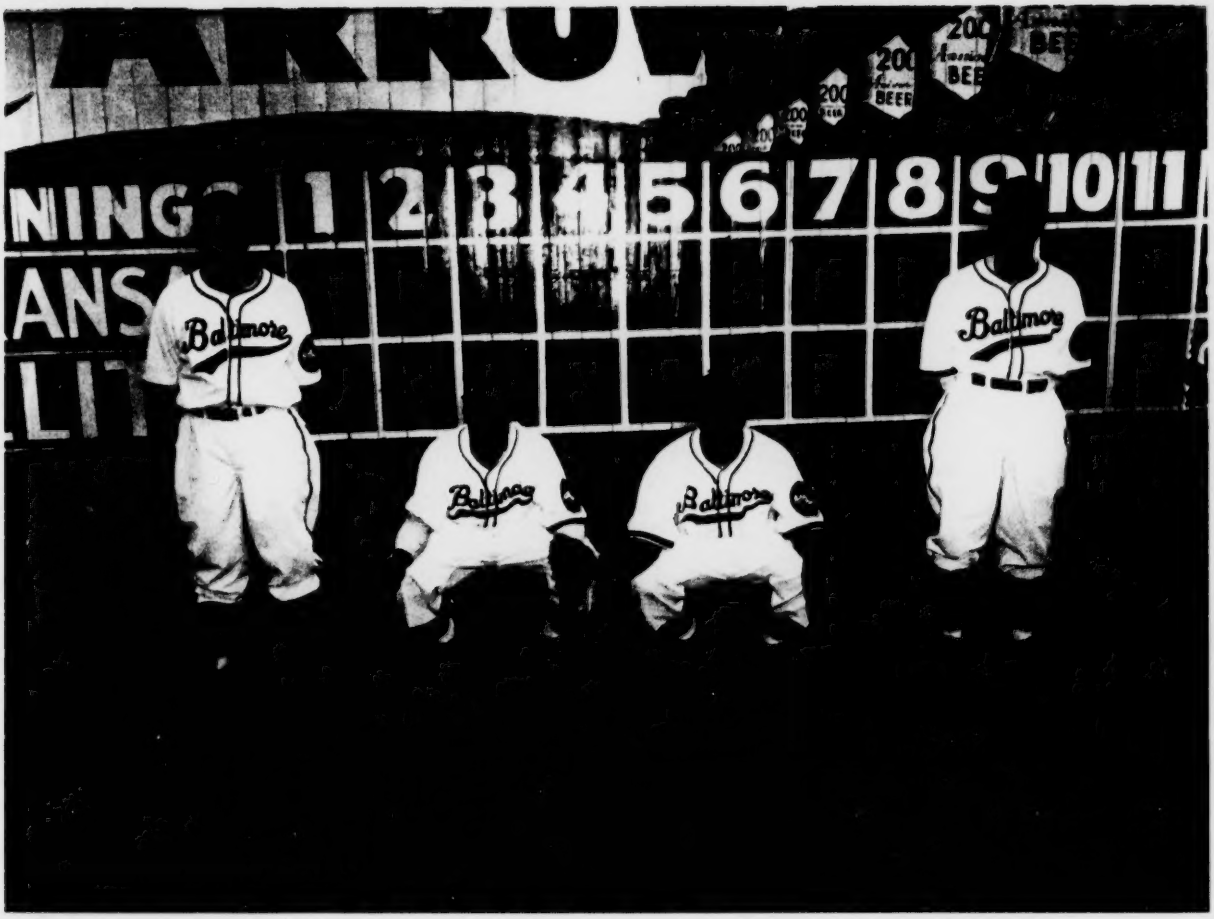

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Primary Source #5 (Picture)

"Ford's Theatre Picket Line [October 1949]." Henderson Collection. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What? Segregation march

Who? Citizens

When? October, 1949

Where? Ford's Theatre, Baltimore's Theatre district

Why? To protest segregation and discriminatory hiring practices by theater owners

Description of the Source

Ford's Theater was among the leading early twentieth-century entertainment venues, and featured vaudeville shows and moving pictures. For decades, and into the postwar period, the theater segregated, with separate seating for "colored" and white patrons. In the late 1940s, the Baltimore branch of the NAACP began to peacefully organize against such segregation, and members picketed Ford's Theater. In 1956, Baltimore's City Council adopted ordinances prohibiting discrimination in employment, and in the mid- to late-1950s, many institutions, including Baltimore's theaters, dropped their segregationist policies.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 422, 560, 599–600, 608.

Research Topics

Investigate individual civil rights leaders.

Determine the effectiveness of non-violent civil rights protests.

What role did the NAACP play in the integration of public accommodations in Baltimore?

What was the relationship between Baltimore's Jewish community and the civil rights activities of the 1950s and 1960s?

Describe the government's response to civil rights protests.

How was American history affected politically, economically, and socially by this topic?

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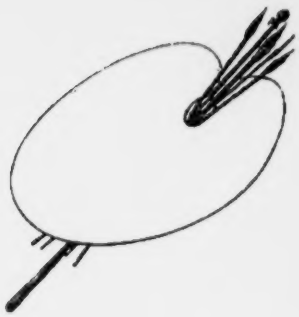


"Integrated School Classroom [c.1964]." B1595. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Baltimore public school classroom scene
Who?	African American teacher with African American and white students
When?	c. 1964
Where?	Baltimore
Why?	To illustrate desegregation

Description of the Source

The 1954 Supreme Court decision in *Brown v. Board of Education of Topeka* struck down laws segregating schools by race. The state of Maryland quickly complied with the court's decision by opening all schools to all citizens regardless of race. By 1956, approximately forty (40) percent of white pupils attended mixed schools, whereas only about four (4) percent of African American pupils attended mixed schools. In 1960, the state's Department of Education and the Maryland Commission on Interracial Problems and Relations agreed that school integration in Baltimore City was "complete" and that there were some black pupils in each public school. The number of African American children attending predominately black schools had risen markedly and continued to rise throughout the 1960s and 1970s. Into the 1960s, numerous Eastern Shore counties were still not integrated.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: a Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 579–81, 600.

Research Topics

Investigate the case and subsequent Supreme Court decision in *Brown V. Board of Education.*

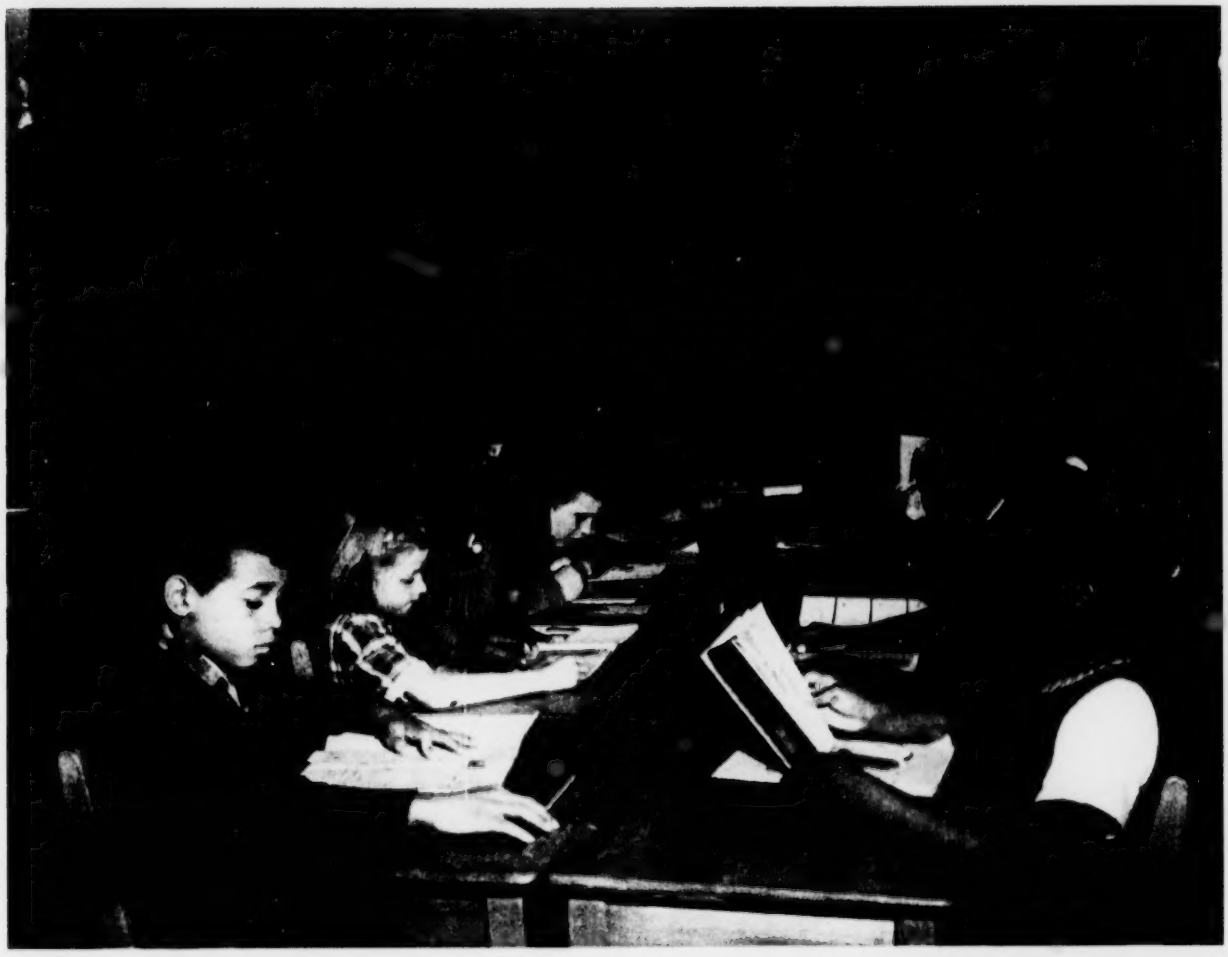
Research the life and career of Thurgood Marshall.

What obstacles did African American students face when schools were desegregated?

Describe the process by which integration was achieved in Maryland.

Investigate the inequities among segregated schools prior to the Supreme Court decision.

How was American history affected politically, economically, and socially by this topic?



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Primary Source #7 (Oral History)

Brailey, Senator Troy. Interview by Michael Louis, 16 July 1976. Transcript of tape recording. McKeldin Jackson Oral History Collection, OH 8147. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Transcript of an interview
Who?	Michael Louis interviewed Senator Troy Brailey from South Carolina for the McKeldin-Jackson Project
When?	July 16, 1976
Where?	Baltimore, Maryland
Why?	To discuss civil rights

Description of the Source

Even though advances were made in improving the lives of African Americans in the years following World War II, black Marylanders continued to have difficulty securing employment in their chosen fields and professions. In the workplace, African American workers were given lower wages than were whites, and tended to occupy the lower–paying positions. Blacks did not receive many of the rights enjoyed by whites until the latter half of the twentieth century. In this oral history interview, Senator Troy Brailey recounts the various methods by which the civil rights institutions fought for equality. One approach was to push for government commissions to study segregation. As part of the NAACP's Labor and Industry Committee, Brailey fought for the fair employment of African Americans in all areas of the economy. In another initiative, known as the McKeldin–Jackson Project, Theodore R. McKeldin and civil rights activist Lillie Mae Carroll Jackson worked to implement civil rights programs.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: a Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 532–33, 573–74, 579–81, 608.

Research Topics

Investigate the limitations on civil rights for African Americans in Maryland during the first half of the twentieth century.

What role did A. Philip Randolf play in the civil rights movement?

Investigate the relationship between Mayor Theodore McKeldin and the civil rights movement.

Research the life of Lillie Mae Jackson.

Research civil rights leaders in Maryland who were active before WW II.

How was American history affected politically, economically, and socially by this topic?

McKeldin-Jackson Project
Interviewee: Senator Troy Brailey
Interviewer: Michael Louis
Date: July 16, 1976
Place:

Transcriber: Garnette Brant
Cassette I Side 1:1

I: Senator Brailey, what aroused your interest in civil rights?

A: Well, first of all, I am from South Carolina, and when I was a kid growing up in South Carolina I saw the way blacks were being treated, and I vowed to do something about it if I ever got the opportunity. So I left South Carolina at a very early age and I walked to Baltimore.

I: Walked to Baltimore?

A: Walked to Baltimore, and I got odd jobs, shining shoes, and waiting tables later on. Then in 1941 I got a job as a Pullman Porter and there I met up with A. Philip Randolph, a person I consider as being the Dean of the civil rights leaders.

I: What specific role did you play in the civil rights movement in Baltimore?

A: Well, after I came to Baltimore I became affiliated with the, you know, the various civil rights organizations such as the NAACP and, specifically the NAACP and, through A. Philip Randolph on the national level. I worked with him because he's, as I stated, the granddaddy of the civil rights movement and there were many activities that I worked with along with him. As a matter of fact, I worked with him in '41 when he had the proposed March on Washington back in the days when President Roosevelt was in office, and the March was not carried out because President Roosevelt decided to issue an Executive Order to

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create the first Fair Employment Practices Commission, and we accomplished what we wanted without actually having to march.

I: In what ways were you associated with Mrs. Lillie May Jackson?

A: Well, I worked with Mrs. Jackson. I was Chairman of the Labor and Industry Committee for the Baltimore Branch of the NAACP and I worked very closely with Mrs. Jackson for many, many years.

I: What did this Committee do?

A: I beg your pardon?

I: Labor and Industry Committee, is that?

A: Oh, Labor and Industry Committee. The Labor and Industry Committee--we fought for jobs and employment for blacks and upgrading blacks on the job, and that was specifically our job there. Going out and pressing for blacks to be hired in certain industry, and back in those days blacks had very few jobs other than being porters and maids and the like, and so we pressed for blacks to be employed in other capacities and pushed for police, and black police to be hired. And after they were hired we pushed for them to be promoted. As Chairman of the NAACP Labor Committee, I, along with Mrs. Jackson--we were responsible for getting the black firefighters in the Union. The black firefighters were hired but the Union refused to take them in, and as Chairman...

I: Local Union?

A: Local Union. Right. They had tried, before they came to us they had tried for five years to get in the Union, and

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they sent in the dues and the Union sent the money back, and we got into it and was able to get the black firefighters in the Union.

I: That's around what period?

A: I guess that was about--that was in the fifties.

I: The fifties?

A: Yes. We had a pretty tough fight on ~~there~~ that, because, you know, I am a Union man but I am opposed to blacks specifically being discriminated against by anyone whether it's the Union or whether it's the Company, and when we find that people are being discriminated against, especially blacks and the poor, well, we fight for them.

But we were able to get the firefighters in the Union. When the Union finally decided to accept the firefighters, they wanted them to pay dues for the five years that they were kept out and, of course, we were opposed to this, and we told the Union that the firefighters would go in for the same initial entry fee that everybody else pays. And, of course, we had a long fight and the Union at that time had a real publicity campaign going on, and as they hired new firefighters, they had them to come in, you know, and they claimed the other firefighters refused to come in. So we had to make it clear that the firefighters who were going in, because we told them to go ahead on in because they were only paying the regular initiation fee. But the others wouldn't go in because they wanted them to pay this back money which amounted to about $500 apiece.

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So we finally--being a labor man and being affiliated with A. Philip Randolph, I took the case to Chicago to the AFofL-CIO Civil Rights Committee meeting in Chicago, and met this Mr. Randolph, and we got the support of the AFofL-CIO Civil Rights Department and they helped us. And we got them in the Union.

I: And the NAACP here was the leader?

A: Right. It was initiated through the NAACP. Right.

I: Earlier on you told me that--oh, you were speaking about Mr. Randolph and he was--let me change the question then. What about Mr. McKeldin, the Governor? Were you associated with him in any way?

A: Yes. I was associated with Mr. McKeldin when he was first Governor, Mayor and--I think he was first Mayor, then Governor, then Mayor again; and Mr. McKeldin was an unusual person. As a matter of fact, I think he was way ahead of his time, and he really put his neck out to bring about equal justice for all citizens of Maryland, and it was an unpopular thing back in those days. But Mr. McKeldin stuck to his guns, and he just said that he did all that everybody should have equal opportunities and he stuck to this right up until he died.

I: Do you think that a point of principle or political?

A: I think it was a point of principle. Really, it was bad strategy as a politician.

I: For him to have?

A: For him to stick his neck out that way. No, it really

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wasn't political. But even though Mr. McKeldin, and I think he knew this, even though he was a Republican, whenever he ran for any office, although blacks couldn't vote for him in the primary, all blacks voted for him in the general and all elections when he ran for Mayor,and when he ran for Governor he got black support. Because they knew the kind of person he was and they knew what he did when he was in office before.

As a matter of fact, I created a Committee five/six years ago to give awards to persons who had done the most to bring about a better relationship between the races in the last decade. And the reason why I thought about the last decade, because we wanted to, in addition to giving awards to blacks, we wanted to give awards to those whites who stuck with us back in the difficult days, and Mr. McKeldin was one of the first persons that, along with Mrs. Jackson, were the first people, you know, to receive the awards. As a matter of fact, they received them the same time.

I: When did they receive this award?

A: This was in 1972. Right. As a matter of fact, when I started this idea, adopted this idea, it was just a thing that I thought up, and I got up this Committee of 150 people--and just a loosely knit Committee--and I went out to one of the large catering places and I told the owner of the place about the idea I had, and just myself, with no money, no organization and nothing else. He said, "Well, Troy, it's a good idea. I'm with you."

So with that he let me rent the room with no money and let me run up a $6,000 bill and said nothing about it, and with

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just my signature. Of course, when we had the affair we honored ten people including Mr. McKeldin and Mrs. Jackson, five awards and five posthumously, and we brought together business people, white and black. As a matter of fact, a lot of business people and their wives who had never been out with blacks socially. And the affair was such a success we have continued it, and we've had it ever since; and we've had it each year. And I've been able to get nationally prominent speakers to come. That particular night we had Senator Philip Hart of Michigan to speak at that first affair. We've been able to get nationally prominent speakers ever since.

I: What was the name of the award, did you say?

A: It's just called the Citizens Award Dinner Committee.

I: I think I've heard of it. Yes. What were some of the obstacles you had to overcome before becoming a political representative in the city? Can you think back and think of any of them?

A: Well, really, I never wanted to be an elected official because I always thought that, you know, I never--you know, I always played it fair and when I thought that I was right about something I stuck to it, and I never wanted to be an elected official because I always thought that people could, you know, come and twist your arm and make you do things that they wanted you to do. And I really didn't have any problem because I had worked in the civil rights area so long until I was really asked to run for office. As a matter of fact, well, one of the, I was affiliated with one of the Fourth District Democratic

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organizations, and I was asked to run for office four years before I actually ran, and I turned them down. And when I ran I won, and I've been an independent. When I say independent I do what I think is right for the people. And one other thing, I don't let anyone, black or white, put money in, just say that, you know, give me money for a campaign. I don't take it. So I'm independent. You see, when you take money and you know when people support you financially, let's say, then they can pressure, you know, on certain bills, even if the bill is for the people. And there may be others who don't like the bill. You know, they try to pressure you.

I know the first year I was there in '66 I passed the first minimum wage bill, and I remember the Chamber of Commerce was opposed to this, and I'm told that the next time I ran they were opposing me. But I won.

I: What I was trying to get out is the nature of the Black Power Structure here in Baltimore at the time, you know? For instance, did anyone control it? Was there a Black Power Structure, a political machine that somebody controlled?

A: Well, they were...

I: How powerful were black politicians at that time?

A: Well, at the time I ran the black politicians were--I can't say how strong, you know, they were at the time. But I do know that the organization I war affiliated with at the time was--they had people from. It was a black organization, but there were people in there from different persuasions, and I do know that when I ran for office part of the people, they let somebody white come in and divide the people who were

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originally on the ticket to support one candidate for Governor and some support the other. And we started out that way and I,some of the, my former good supporters going against me because I wouldn't go along with the idea of splitting the black community. But I still won.

I: Would other black organizations, say the NAACP, have opposed you if had expressed too radical an approach?

A: I don't quite understand what you mean.

I: Suppose a black politician were to be very radical, would the NAACP have opposed them?

A: Well, I think back in the days of...

I: This kind of radicalism that came later on, for instance.

A: Well, I think in Mrs. Jackson's day, I don't know anybody who was any more radical than she was. I mean she was, you know, she didn't preach the idea of hating white people, you know, if that's what you're talking about, but I don't know of anyone was any more radical than Mrs. Jackson. Because she was truly a warrior, and I know she would get on that telephone and she would call those big white people downtown and she would call everybody. And she would just stay on that telephone until she got an answer. Now, sometimes she would talk so long, and I've known people to put the telephone down on the other end and walk around in their office and let her talk, but she'd stay on the phone until they'd finally come back and give her the answer. So there was no one back in Mrs. Jackson's days any more radical than she was, because she was truly, in my opinion, a great lady.

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Primary Source #8 (Document)

"Bill of Lading for Tobacco [December 7, 1747]." CD2844. Document. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Bill of Lading for tobacco commerce
Who?	Mr. William Goldsborough
When?	December 7, 1747
Where?	Eastern Shore, Maryland
Why?	To show a receipt of goods

Description of the Source

From the earliest years of settlement in Maryland, tobacco had been cultivated as a cash crop. Maryland farmers traded their tobacco with the British for manufactured goods. Southern Maryland counties were the center of Maryland tobacco production until after the War of 1812. This bill of lading represented a receipt for the exchange of goods.

Note that the document refers to a hogshead: the hogshead is a large barrel or cask with a capacity ranging from 63 to140 gallons, or approximately 238 to 530 liters.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 16–17, 56–58, 102, 107–9, 196.

Research Topics

Determine the impact of tobacco on English life.

Investigate the relationship between tobacco and the changing fortunes of the Chesapeake colonies.

Determine the impact of trade on the Revolutionary War.

Trace the trade relationship between Britain and the American colonies.

Research information about eighteenth century shipping vessels.

How was American history affected politically, economically, and socially by this topic?

- V < 1 7 7 City Hall Collection - 6 7 7.

SHIPPED by the Grace of GOD, in good Order and well Conditioned, by [illegible] Goldsborough in and upon the good Ship called the Chaptank whereof is Maſter under GOD for this preſent Voyage Edw. Barnes and now riding at Anchor in [illegible] River, and by GOD's Grace bound for [illegible]; To Say, [illegible] Hogſheads of *Maryland* Leaf Tobacco, being marked and numbred as in the Margin, and are to be delivered in the like good Order and well Conditioned at the aforeſaid Port of [illegible], (the dangers of the Seas only excepted) unto [illegible] Merchants, in [illegible], or to their Aſſigns, they paying Freight for the ſaid Goods, [illegible] Sterling per Ton, and *Maryland* Duties, [illegible] with Primage and Average accuſtomed. In witneſs whereof the Maſter or Purſer of the ſaid Ship hath affirmed to three Bills of Lading, all of this Tenor and Date, the one of which Bills being accompliſhed, the other to ſtand void, and ſo GOD ſend the good Ship to her deſired Port in ſafety. *Amen.* Dated in *Maryland*, Dec. 27, 1747

Quantity and Quality unknown to Edw. Barnes

WG, 22. M [illegible] J. & A.

BILL OF LADING OF 1747 IN WHICH IT IS SET FORTH THAT MR. WILLIAM GOLDSBOROUGH DID ENTRUST THE GOOD SHIP CHOPTANK WITH SUNDRY HOGSHEADS OF MARYLAND LEAF TOBACCO, CONSIGNED TO LIVERPOOL MERCHANTS.

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Primary Source #9 (Document)

Johnson, Joshua. Page from account book showing complete details of cargoes shipped to Maryland [10 February 1774]. Johnson Account Book, MS 499. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Accounting book of a Maryland merchant
Who?	Joshua Johnson (1742–1802)
When?	February 10, 1774
Where?	Maryland
Why?	To record shipments of goods from Britain

Description of the Source

This account book contained handwritten entries by Joshua Johnson, who was probably a planter. The entries detail what was being traded and the amount of each item. The major return cargo (or export) was tobacco, and it was traded in exchange for items not yet manufactured or sold in the colonies. Those items included medicines, gunpowder, muskets, cloth—including silk, lace, felt, and leather. They also included cheeses and other foods, sugar, and spices.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 56–59, 77, 107–109, 196.

Research Topics

Examine the impact of the French and Indian War on the existing Navigation Acts.

Investigate how trade divided but also united the various regions of colonial America.

Trace the role of trade in bringing about the Revolutionary War.

Compare and contrast the types of products purchased by people from urban and rural areas during the colonial era.

How was American history affected politically, economically, and socially by this topic?

5 Cs. Apothecary
5 Haberdashery
3000 Yards Cotton
5000 Yards Plains
5000 Yards Flannells
500 Small Minikins Boys
100 Serges
1000 Rugs Containing 6000 lbs
100 Dozen Felt
50 Dozen Castor } Hatts
100 Dozen Plain leather Gloves
100 Small Gro. Tobacco Pipes
5000 Pieces Earthenware & Glasses
5 Chaldron Grindstones
20 lb Chaise
2000 lbs Wrot Leather in Shoes & Boots
600 lbs ..... d° in 150 doz Rugs Shoes
1700 lbs ..... d° in 100 Large 100 Small Saddles 50 Doz. Bridles & 200 Cruppers
1300 lbs
20 Barrels q.r 2000 lbs Gunpowder under the Salute
150 lbs Stuffs silk only Silk Mittands
150 lbs Sewing Silk Silk Hose Gloves & Silk Laces
200 lbs Stuffs Silk & Incle mixt in 20 pcs
200 lbs Silk & Worsted mixt ..... in 15 d°
100 lbs Silk mixt with Gold & Silver Lace
5000 Ells British made Sail Cloth

50 lbs Cordage
100 Cs British refined Sugar in Loaves Compleat & whole
2000 Yards British Checkd Linens value 7 d not to Exceed 18 7 3d
52 ... 16 Crown window Glass in 2 Chests
3 3 ... Green d° ..... in 5 d°
1 2 12 White flint Glass ... in 500 Pieces ...

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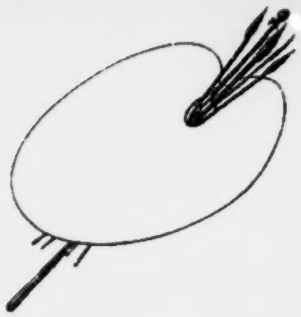
Primary Source #10 (Picture)



"Traffic at Pratt and Lights Streets [c.1906]." MC2481. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	View of busy intersection at Pratt and Light Streets
Who?	Drivers, merchants, traders, and buyers
When?	c. 1906
Where?	Pratt and Light Streets in downtown Baltimore, Maryland.
Why?	To illustrate business being conducted and goods and wares being sold in a market area

Description of the Source

The early years of the twentieth century saw rapid industrial growth in the towns of Maryland, and by 1910, Baltimore dominated industrial development and population growth. An increasing number of warehouses and shops were built in such busy commercial areas as Pratt and Light Streets. Commerce in such areas involved skilled and unskilled labor, and employed traders, merchants and artisans. The types of businesses that appeared were diverse, including canning, shipping, and textile- and garment- making. Also to be found in this urban area were railroads, sawmills, breweries, and slaughterhouses.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 345, 348–52, 427–28, 457.

Research Topics

Investigate the impact of industrialization on America's standard of living.

Determine the relationship between transportation and industrialization.

Create a chart of Baltimore businesses that operated at the turn of the twentieth century and continue to operate today.

How was American history affected politically, economically, and socially by this topic?

Primary Source #10
MC2481
Maryland Historical Society

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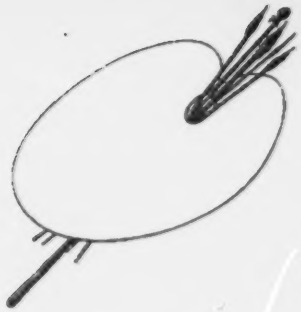
Primary Source #11a (Picture)



"USDA Food Inspection: Canning Spinach [1914–15]." Z24.84. PP133. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Inspection of canning spinach
Who?	Food Inspectors and food canners
When?	1914–1915
Where?	Baltimore, Maryland
Why?	To promote sanitation and health

Description of the Source

Beginning in the 1820s, Thomas Kensett, a New York businessman, started his own canning business, specializing in the canning of oysters and other delicacies for export. In 1826, Kensett moved to Baltimore in order to take advantage of her harbor and shipyards. During the Civil War and after, demand for canned goods continued to increase and the technology responded with the invention of steam pressure cookers, and manufacturing of tin sheeting and packing cases. By the 1870s, Baltimore was the leading canning centers in the country with over one hundred canning houses canning goods including tomatoes, corn, peaches, and oysters, all delivered from the Eastern Shore. The canning industry came under government control during the late-nineteenth century's Progressive era.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 314–15, 425–26.

Research Topics

Determine the impact of the Progressive movement on issues of health and safety.

What conditions led to increased government inspection of food?

Investigate the industries that assisted in the industrial development of Maryland.

Research influential muckrakers during the Progressive Era.

Trace the development of the oyster industry in Maryland

Research the effect of environmental pollutants on the oyster industry in Maryland.

How was American history affected politically, economically, and socially by this topic?

Primary Source #11a
PP133
Maryland Historical Society

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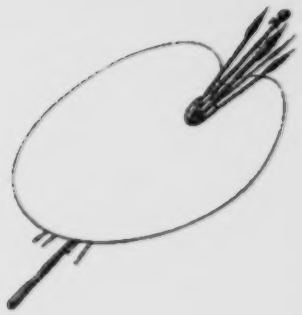
Primary Source # 11b (Picture)



"USDA Food Inspection: Oyster Steaming, R. E. Roberts Company [1914–15]." Z24.1082. PP133. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Oyster steaming and production
Who?	Inspectors and laborers
When?	1914–1915
Where?	R. E. Roberts Co
Why?	To promote sanitation and health

Description of the Source

Beginning in the 1820s, Thomas Kensett, a New York businessman, started his own canning business, specializing in the canning of oysters and other delicacies for export. In 1826, Kensett moved to Baltimore in order to take advantage of her harbor and shipyards. During the Civil War and after, demand for canned goods continued to increase and the technology responded with the invention of steam pressure cookers, and manufacturing of tin sheeting and packing cases. By the 1870s, Baltimore was the leading canning centers in the country with over one hundred canning houses canning goods including tomatoes, corn, peaches, and oysters, all delivered from the Eastern Shore. The canning industry came under government control during the late-nineteenth century's Progressive era.

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Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 314–15, 425–26.

Research Topics

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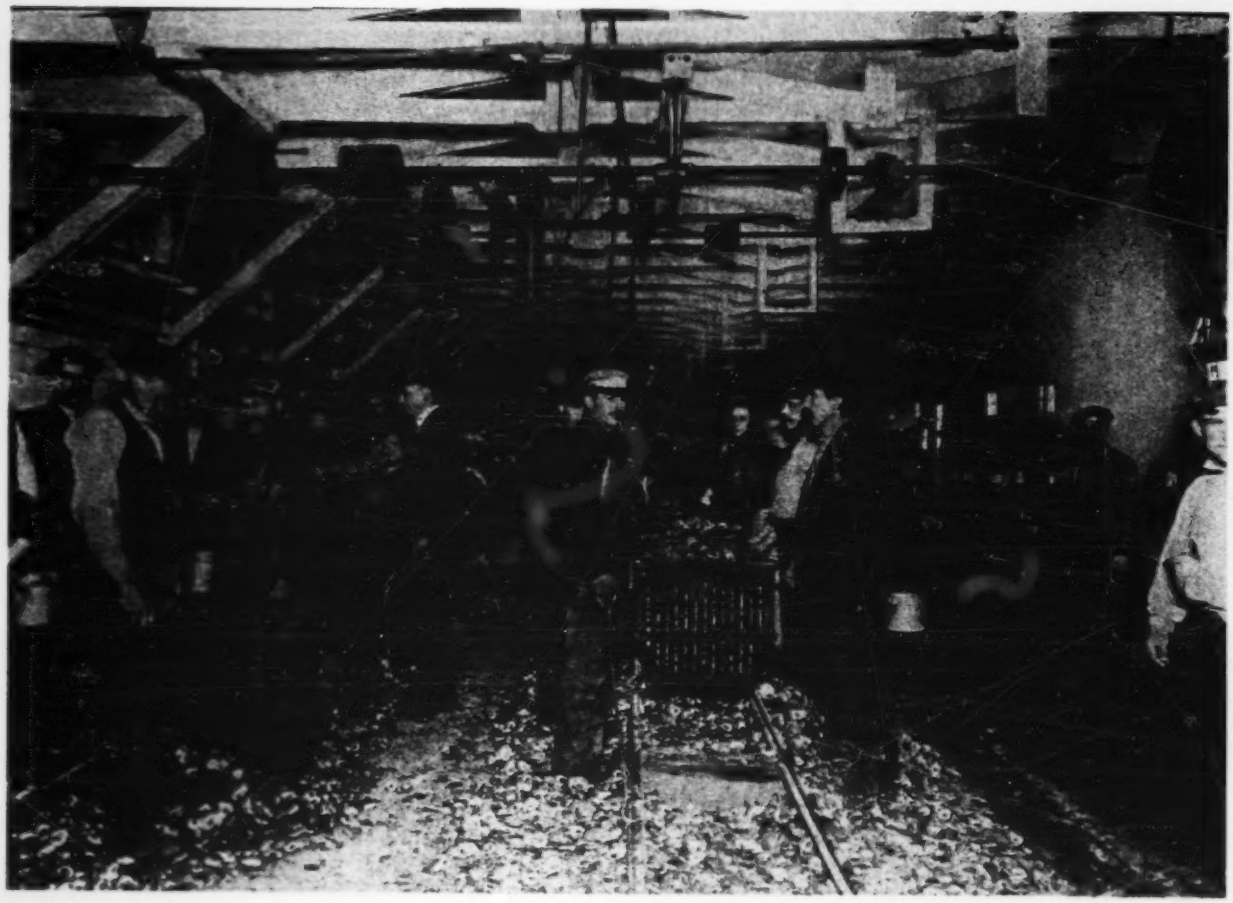
How was American history affected politically, economically, and socially by this topic?



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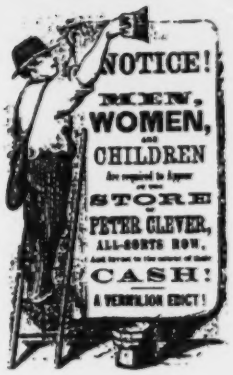
Primary Source #12a (Ad/Broadside)



Cover of Ocean City commercial pamphlet showcasing lots and properties [Summer 1926]. PAM 3040. Pamphlet. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

Back page of Ocean City commercial pamphlet showcasing lots and properties [Summer 1926]. PAM 3040. Pamphlet. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	"Ocean City, Maryland: Maryland's Only Seashore Resort," an Art Deco–inspired promotional pamphlet for Ocean City, Maryland
Who?	Ocean City real estate developers
When?	Summer, 1926
Where?	Ocean City, Maryland
Why?	To advertise and showcase lots and properties for sale

Description of the Source

With the implementation of the 8 to 10 hour workday, a day off on the weekend, and an increase in wages, a leisure class soon developed during the 1870s and later. This leisure class soon turned to the Eastern Shore of Maryland and later to Ocean City as places to relax and enjoy sporting activities. With the advent of the leisure class, and improvement in railways and steamboats, the Eastern Shore became more accessible beginning at the turn of the century. Railroads laid out along the Eastern Shore brought people and their hard-earned money to Ocean City, an area that was similar to Atlantic City in New Jersey. The Atlantic Hotel was the first to be built in 1875, followed by the selling of land for individual summer cottages. Ocean City quickly became popular, and in the 1910s, the city built itself a fishing and recreation pier for visitors and residents to stroll along and view the water.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 366–69, 523–26, 791.

Research Topics

Determine how credit, advertising, and investment helped to create the boom of the 1920s and set the stage for the bust of the 1930s.

How did the artistic styles of the 1920s reflect the attitudes of the time period?

What sports and recreational activities gained popularity during the 1920s?

Research the changes in women's lives during the 1920s.

Assess the actions of the Hoover administration in response to the stock market crash and subsequent depression.

How was American history affected politically, economically, and socially by this topic?

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Primary Source #12a
PAM 3040
Maryland Historical Society

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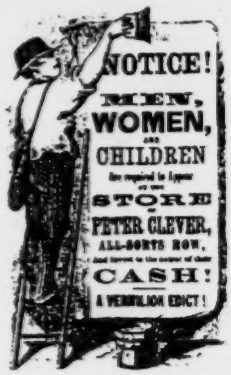
Primary Source #12b (Ad/Broadside)



Printed annual advertisement for the Plimhimmon Hotel [1940]. Plimhimmon Papers. MS 1937. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Advertisement for Plimhimmon Hotel, now the Plim Plaza
Who?	Plimhimmon Hotel, now known as the Plim Plaza
When?	1940
Where?	Ocean City, Maryland
Why?	To advertise a popular vacation spot

Description of the Source

With the implementation of the 8 to 10 hour workday, a day off on the weekend, and an increase in wages, a leisure class soon developed during the 1870s and later. This leisure class soon turned to the Eastern Shore of Maryland and later to Ocean City as places to relax and enjoy sporting activities. With the advent of the leisure class, and improvement in railways and steamboats, the Eastern Shore became more accessible beginning at the turn of the century. Railroads laid out along the Eastern Shore brought people and their hard-earned money to Ocean City, an area that was similar to Atlantic City in New Jersey. The Atlantic Hotel was the first to be built in 1875, followed by the selling of land for individual summer cottages. The Plimhimmon Hotel was billed as the Grand Hotel of Ocean City.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 366–69, 523–26, 791.

Research Topics

Determine how credit, advertising, and investment helped to create the boom of the 1920s and set the stage for the bust of the 1930s.

How did the artistic styles of the 1920s reflect the attitudes of the time period?

What sports and recreational activities gained popularity during the 1920s?

Research the changes in women's lives during the 1920s.

Assess the actions of the Hoover administration in response to the stock market crash and subsequent depression.

How was American history affected politically, economically, and socially by this topic?

Ocean City

Ocean City, on the historic Eastern Shore of Maryland, affords an ideal setting for your summer vacation.

Situated on a narrow strip of land between the Atlantic Ocean and the famous Sinepuxent Bay, it always enjoys cooling breezes from broad expanses of water.

The bathing beaches are unexcelled on the Atlantic Coast. Fish abound in the Bay and Ocean waters—the big game marlin . . . sporting blue . . . drum . . . king . . . and sea trout. Swimming . . . tennis . . . sun bathing . . . crabbing . . . sailing . . . riding—await your pleasure daily.

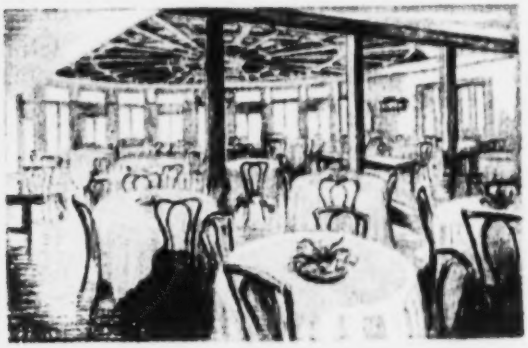
The Plimhimmon

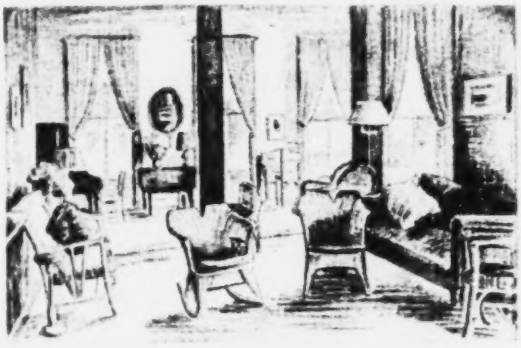
Situated directly on the Ocean Front, this famous resort hotel has catered to discriminating guests for half century.

In the spacious dining room overlooking the ocean, are served the delicious southern dishes, with seafood specialities, for which we are noted on the eastern seaboard.

Porches on every side, ninety bedrooms, most comfortably furnished, parking facilities and garage, make for complete convenience and comfort.

Table tennis and badminton in our game room, bathing from the hotel, with lunches served on the beach, fishing and crabbing parties, contract bridge, Sunday night spirituals—all these pleasures and diversions await you at the Plimhimmon.





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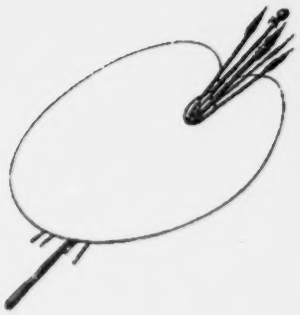

"Market Place, Baltimore, West Side [c.1930]." MC8265E. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Marketplace: food and goods being sold
Who?	Farmers, merchants, buyers
When?	c. 1930
Where?	West side of Baltimore
Why?	To use the marketplace as a place to shop for food and other goods

Description of the Source

Prior to the inventions of refrigerators and freezers, people shopped daily for breads, meats, dairy products, fruits, and vegetables. Farmers from the rural areas and the Eastern Shore would bring their fresh products to sell to the city people of Baltimore. As transportation improvements made it possible for families to move away from the city, and with the introduction of canning and the invention of iceboxes, people changed how often they shopped, from daily to biweekly. The neighborhood grocery store was born and quickly became popular; selling wares ranging from fresh fruits and vegetables to cleaning agents to drugstore items. The shopping center became a distinct suburban landmark, at first consisting of a short row of shops where shoppers would drive up in their buggies, then later, in automobiles. After World War II, numerous centers were built with ample automobile parking.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 132, 352, 527.

Research Topics

Determine how the booming economy of the 1920s affected farmers.

Investigate the effectiveness of governmental price controls during the Depression.

What impact did expanding trade have on diet, nutrition, and health?

Investigate the factors that led to the growth of the American cities at the turn of the twentieth century.

How was neighborhood identity defined by the corner grocery store?

What immigration patterns influenced the growth of Baltimore in the late-nineteenth century?

How was American history affected politically, economically, and socially by this topic?

Primary Source #13a
MC8265E
Maryland Historical Society

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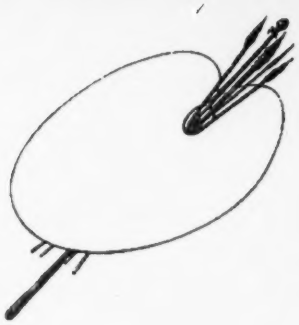
Primary Source #13b (Picture)



"Wiseman's Grocery, 2034 East Eager Street [c.1960]." B1580(2). Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Grocery store
Who?	Merchant and his young helper
When?	c. 1960
Where?	East Eager Street, Baltimore
Why?	To use the grocery store as a place to shop for food and other goods

Description of the Source

Prior to the inventions of refrigerators and freezers, people shopped daily for breads, meats, dairy products, fruits, and vegetables. Farmers from the rural areas and the Eastern Shore would bring their fresh products to sell to the city people of Baltimore. As transportation improvements made it possible for families to move away from the city, and with the introduction of canning and the invention of iceboxes, people changed how often they shopped, from daily to biweekly. The neighborhood grocery store was born and quickly became popular; selling wares ranging from fresh fruits and vegetables to cleaning agents to drugstore items. The shopping center became a distinct suburban landmark, at first consisting of a short row of shops where shoppers would drive up in their buggies, then later, in automobiles. After World War II, numerous centers were built with ample automobile parking.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 132, 352, 527.

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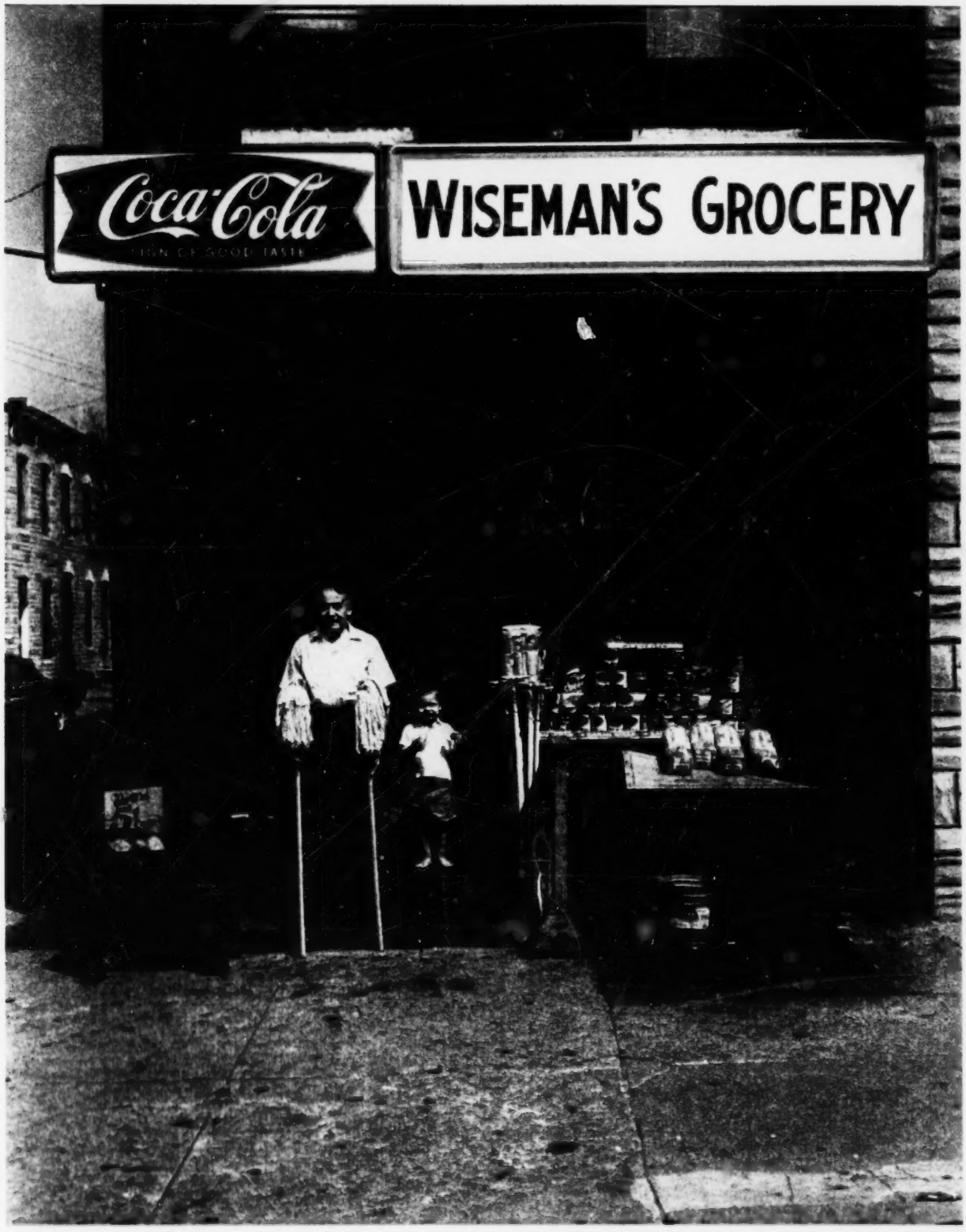
How was American history affected politically, economically, and socially by this topic?



Primary Source #13b
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Maryland Historical Society

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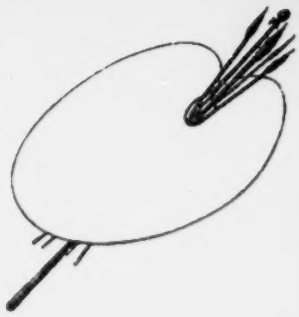
Primary Source #14 (Picture)



"Lord Baltimore Gas Station, Greenmount Avenue at Northway [1945]." MC8410(3). Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Cars being serviced by attendants at a nearby gas station
Who?	Lord Baltimore Gas station
When?	1945
Where?	Greenmount Avenue and Northway, Baltimore
Why?	To be forced to wait in long lines to buy rationed gasoline

Description of the Source

In post-war America, a strong economy gave Americans more income, which allowed for more spending. The automobile industry greatly increased its supply since Americans and the economy were demanding it to do so, and the auto industry developed marketing campaigns selling the automobile as a family car and a necessity to have if living in the new suburbs. With the increase of cars and drivers, investments were made into better roads; highways and bridges were built and widened; and the large gasoline companies built gas and service stations. Gas attendants were hired to pump gas, to check oil levels, and to clean windshields.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 427, 431, 528–43.

Research Topics

What impact did World War II have on the American economy?

How did automobiles create new jobs and alter existing transportation networks?

Explain the rationing system imposed upon citizens during WW II.

Create a chart of products and ration points and include a justification for limitations on each product.

Justify whether the government should have the power to control prices and production during a time of national emergency such as war.

How was American history affected politically, economically, and socially by this topic?

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MC8410(3)
Maryland Historical Society

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Primary Source #15 (Object)

"Maryland Paper Money: American Bank $5.00 note: face and reverse [c.1856–c.1863]." Z24.2299. Z24.2300. Ephemera. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Paper money
Who?	American Bank
When?	c. 1856–1863
Where?	Maryland
Why?	To increase circulation of money in the economy

Description of the Source

Following the panic and depression of 1837–1841, many Americans began to hoard coins and paper money, leading to less money in circulation, and thus affecting the economy. In addition, the federal government did not regulate money at this time. In order to remedy this situation, many forms of paper money were created which flowed through Maryland's economy. In order to reduce production costs, and to get the money quickly into circulation, printing was done only on one side of the paper, leaving the backs blank. Sometimes, the backs contained printed advertisements or the owner's signature.

For More Information on Topics Explored by this Source, See

Kelly, Deanwood. "Portfolio: 'Unused Endorsements': paper money in Maryland during the nineteenth century." *Maryland Historical Magazine*, 94 (Fall 1999): 329–40.

Research Topics

Explain the controversy surrounding the formation of the National Bank.

What is the role of the Federal Reserve?

Trace the development of our monetary system.

How was American history affected politically, economically, and socially by this topic?

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Primary Source #16 (Document)

"Resolutions of the General Assembly In Regard to the Relations of the State of Maryland to the Federal Government [22 June 1861]." PAM 2961. Pamphlet. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Document J: protests of military occupation and suspension of the writ of habeas corpus
Who?	Maryland's General Assembly
When?	June 22, 1861
Where?	Maryland
Why?	To protest against the illegal arrest and imprisonment of citizens of Maryland by the federal government

Description of the Source

In 1861 Maryland's General Assembly protested military occupation, the attempts to quiet any public disorderly affairs, and the suspension of the writ of habeas corpus. This suspension of civil rights by Lincoln, acting on behalf of the federal government, allowed the military to arrest and hold any suspicious persons for an indefinite amount of time, without charge. This writ of habeas corpus is a power granted by the Constitution to Congress, and not to the President.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 279–84.

Research Topics

Determine the impact of the Copperheads on Lincoln's reelection.

Investigate the long-term impact of Lincoln's suspension of the writ of habeas corpus on Maryland politics.

What other presidential acts taken during time of war were controversial?

Investigate why Lincoln suspended the writ of habeas corpus and the constitutional controversy that action evoked.

How did Lincoln's efforts to suppress dissent compare to the way the Confederacy suppressed dissent?

Research the various ways citizens reacted to the suspension of rights in Maryland.

How was American history affected politically, economically, and socially by this topic?

pam
2961

[Document J.]

BY THE SENATE,
JUNE 22, 1861.

Read, and 2,000 copies ordered to be printed.

By order, WILLIAM KILGOUR, *Secretary.*

RESOLUTIONS

OF THE

GENERAL ASSEMBLY

IN REGARD TO THE RELATIONS OF THE

State of Maryland

TO THE

FEDERAL GOVERNMENT.

EXTRA SESSION, 1861.

FREDERICK:
BEALE M. RICHARDSON, PRINTER.
1861.

Primary Source #16
PAM2961
Maryland Historical Society

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RESOLUTIONS

OF THE

GENERAL ASSEMBLY IN REGARD TO THE RELATIONS OF THE STATE OF MARYLAND TO THE FEDERAL GOVERNMENT.

"WHEREAS, We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that amongst these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundations on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness;" and,

WHEREAS, The doctrine of non-resistance against arbitrary power and oppression is absurd, slavish and destructive of the good and happiness of mankind; and,

WHEREAS, Standing armies are dangerous to liberty, and ought not to be raised or kept up without the consent of the Legislature; and,

WHEREAS, In all cases and at all times the military ought to be under strict subordination to, and control of, the civil power, and that the people of this State ought to have the sole and exclusive right of regulating the internal government and police thereof; and that in all criminal prosecutions, every man hath a right to be informed of the accusation against him, to have a copy of the indictment or charge in due time (if required) to prepare for his defense, to be allowed counsel, to be confronted with the witnesses against him, to have process for his witnesses, to examine the witnesses for and against him on oath, and to a speedy trial by an impartial jury, without whose unanimous consent he ought not to be found guilty; and,

WHEREAS, The Constitution of the United States declares that *Congress* shall have power to declare war, to raise and support armies; that "the privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion, the public safety may require it," nor then unless by Congress. "That a well regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed;" that "the right of the people to be secure in their

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houses, persons, papers and effects against unreasonable searches and seizures, shall not be violated, and no warrant shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized;" and,

WHEREAS, Maryland is yet a State in the Union, submitting peaceably to the Federal Government, yet, nevertheless, the President has raised and quartered large standing armies upon her territory, has occupied the houses of her citizens without their consent, has made the military superior to and above the civil power, has assumed to regulate the internal police and government of the State, has seized upon and appropriated our railroads and telegraphs, has seized and searched our vessels, has forcibly opened our houses, has deprived our people of their arms, has seized and transported our citizens to other States for trial upon charges or pretended charges, has taken the private property of our citizens, has caused peaceable travellers to be stopped and their persons, trunks and papers to be searched, has arrested and caused to be imprisoned, without any civil process whatever, the persons of our citizens, and by the military power kept and still keeps them in confinement against and in contempt of all civil process. Now, therefore, be it

Resolved by the General Assembly of Maryland, That recognizing our relations to the Federal Government, we feel that whilst we cannot do more, we can do no less, than enter this, our solemn protest, against the said acts of the President of the United States, and declare the same to be gross usurpation, unjust, oppressive, tyrannical and in utter violation of common right and of the plain provisions of the Constitution.

Resolved, 2.—That the right of separation from the Federal Union is a right neither arising under nor prohibited by the Constitution, but a sovereign right, independent of the Constitution, to be exercised by the several States upon their own responsibility.

Resolved, 3.—That prudence and policy demand, that the war now being waged, shall cease, that if persisted in, it will result in the ruin and destruction of both sections, and a longer continuance of it will utterly annihilate the last hope of a reconstruction of this Union; therefore we want peace, and are in favor of a recognition of the Southern Confederacy and an acknowledgment of its government.

Resolved, 4.—That we deem the writ of Habeas Corpus, the great safe-guard of personal liberty, and we view with the utmost alarm and indignation, the exercise of the despotic power that has dared to suspend it in the case of John Merryman, now confined in Fort McHenry.

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Primary Source #17 (Document)

"Petition of Colored Citizens and Taxpayers to Baltimore Mayor Alcaeus Hooper (Asking that Colored citizens be considered for city employment) [1 December 1896]." MD 11007. Broadside. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	A typescript petition letter
Who?	Letter from African American citizens to Mayor of Baltimore, Alcaeus Hooper
When?	December 1, 1896
Where?	Baltimore, Maryland
Why?	To question the city's policy of not employing colored citizens

Description of the Source

After the ratification of the Fifteenth Amendment, the African American community was permitted to work in the city's government offices, especially since they were now legally recognized as a voting party with a potentially powerful bloc. In the 1895 mayoral campaign, voting citizens and the Democratic Party made race an issue for debate. At this time in Baltimore City, blacks voted Republican, the party which created the Fifteenth Amendment and their emancipation; white citizens in Maryland voted with the Democratic Party. Few localities in Maryland allowed African Americans their share of power.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. P. 310.

Research Topics

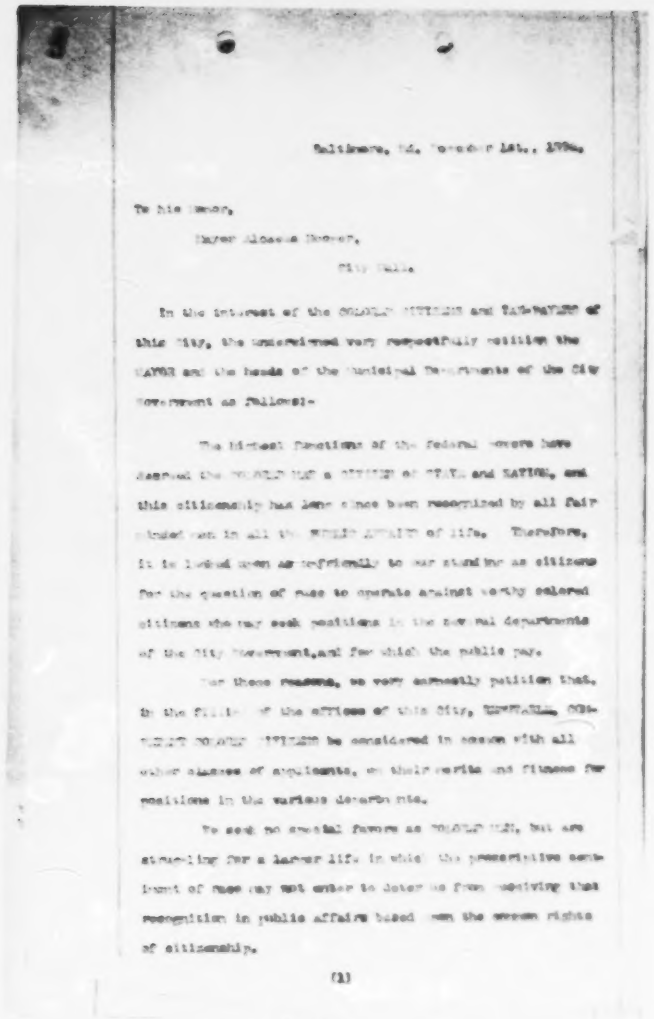
Investigate the decision made by the Supreme Court in *Plessy v. Ferguson.*

Compare the conditions facing African Americans in both the North and the South at the turn of the twentieth century.

Trace the development of African American resistance to disenfranchisement after Reconstruction.

Research the evolution of segregation after Reconstruction.

How was American history affected politically, economically, and socially by this topic?



Baltimore, Md. November 1st., 1870.

To his Honor,

Mayor Alcaeus Hooper,

City Hall.

In the interest of the COLORED CITIZENS and TAXPAYERS of this City, the undersigned very respectfully petition the MAYOR and the heads of the Municipal Departments of the City Government as follows:-

The highest functions of the federal powers have granted the COLORED MAN a CITIZEN of U.S. and NATION, and this citizenship has long since been recognized by all fair minded men in all the MANIFOLD AFFAIRS of life. Therefore, it is looked upon as reprehensible to our standing as citizens for the question of race to operate against worthy colored citizens who may seek positions in the several departments of the City Government, and for which the public pay.

For these reasons, we very earnestly petition that, in the filling of the offices of this City, QUALIFIED COLORED CITIZENS be considered in common with all other classes of applicants, on their merits and fitness for positions in the various departments.

We seek no special favors as COLORED MEN, but are struggling for a larger life in which the prescriptive sentiment of race may not exist to deter us from receiving that recognition in public affairs based upon the common rights of citizenship.

(1)

Balto. A. D. 1870.

To this end, your Honor and the heads of the Departments are petitioned, believing as we do that the principles and motives of this petition will be duly appreciated.

Signed – Levil B. Evans 1112 Chapel St.
James E. Anderson 814 Eutaw Place
C. W. Wall 1105 Druid Hill Ave.
C. Evans 67 Mosher
George A. Hanai 411 Druid Hill
Geo. W. Pearce 115 E. Baltimore
Walter A. Love 23 Johnson
Dr. Nathl. Saunders 110 St. Paul St.
A. Thompson 1364 N. Calhoun.
Wm. Williams 570 E. Fayette
C. C. Stephens 110 St. "
Dr. J. C. Westcott 420 Penn
Wm. Williams 2264 Druid Hill
Father A. Rudolph 181 Druid Hill Ave.
Rev. John Hurst 1237 Jefferson
Edward Payne 1304 Druid Hill
Chas. W. Wells 1096 Division
Wm. M. Marshall 514 Hoffman
J. H. Chase 534 Dolphin
Samuel E. Jones 144 Rodgers Ave
R. Morris
Dr. H. Harris } 109 E. Saratoga St.
Chas. Parker 116 Eden
Wm. A. Hamilton Att'y. at Law
Wm. Lewis 1603 Millington
Wm. Tunstall 571 Hoffman
John W. Allen 910 N. Franklin

Sitters

(1)

Same Copy of Petition from Mr. Cheatwood on Hill for Mayors Office

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Primary Source #18 (Document)

"Special Report of the Executive Committee to the Baltimore Reform League on the Poe Amendment [19 April 1905]." PAM 1497. Document. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Poe Amendment
Who?	Baltimore Reform League
When?	April 19, 1905
Where?	Baltimore, Maryland
Why?	To disfranchise eligible voting blacks

Description of the Source

Formed in 1885, The Baltimore Reform League was a group of prominent citizens who sought reforms in elections and government. One of their goals was to restrict the voting rights of certain Maryland residents. Aware that Maryland's black voters contributed to the strength of the Republican Party, Democrat John Prentiss Poe introduced legislation into the Maryland General Assembly which covered suffrage issues. The legislation, which came to be known as the Poe Amendment, required that a "literacy test" be required in order to qualify to vote. This test involved reading portions of the Constitution in order to vote, a difficult task for the numerous unschooled farmers, many of them African American, residing in the predominantly agricultural South. Such requirements were among many throughout the South, and came to be known as "Jim Crow laws." Maryland's voting public subsequently rejected the "Poe Amendment."

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 398, 420–24.

Research Topics

Investigate the decision made by the Supreme Court in *Plessy v. Ferguson.*

Describe how Baltimore was a divided society at the end of the nineteenth century.

Trace the twentieth century civil rights movement.

Research the Black Codes and the Jim Crow legislation that developed in the South after the Civil War.

How was American history affected politically, economically, and socially by this topic?

B

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pam 1497
9/77

SPECIAL REPORT

OF THE

EXECUTIVE COMMITTEE

TO THE

Baltimore Reform League

ON THE

POE AMENDMENT,

PRESENTED AT THE

ANNUAL MEETING,

April 19th, 1905.

Officers and Executive Committee

OF THE

BALTIMORE REFORM LEAGUE.

President

JOHN E. SEMMES.

Vice-Presidents

CHARLES J. BONAPARTE,
SUMMERFIELD BALDWIN,
JAMES M. AMBLER,
J. H. HOLLANDER.

Secretary

CHARLES MORRIS HOWARD.

Treasurer

ERNEST J. KNABE.

Executive Committee

The foregoing ex-officio and
WILLIAM REYNOLDS,
RICHARD D. FISHER,
HENRY W. WILLIAMS,
JOHN HINKLEY,
ELI FRANK,
LEIGH BONSAL,
BERNARD C. STEINER,
WILLIAM H. BUCKLER.

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Maryland Historical Society

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78

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Special Report of the Executive Committee concerning the proposed Amendment to the Constitution of this State, generally known as "The Poe Amendment."

To the Baltimore Reform League:

At the last session of the General Assembly a bill was passed to submit to the qualified voters for adoption or rejection at the election to be held next November an amendment to the Constitution of this State, which has become generally known as "The Poe Amendment:" for the sake of clearness and convenience this name will be given it in the present report.

All previous bills submitting proposed amendments to the present Constitution had been presented to the Governor of the State for his signature, but this bill was not thus presented. The reason for not adopting the customary procedure in this instance became obvious when Governor Warfield sent a special message to the Senate stating that the measure had not his approval for several reasons, and especially because its adoption would be "liable to cause grave abuses through the prejudices and whims and the partisan zeal of the Registration Officers." The failure to present the bill to the Governor caused doubts as to its validity; but, since these doubts have been removed by a decision of the Court of Appeals, it is the duty of all patriotic citizens, and, more especially, in the view of the Executive Committee, the duty of the Baltimore Reform League, which was formed, first of all, "to secure fair elections . . . . . in the State of Maryland, and especially in the City of Baltimore," to aid our voters to deal wisely and righteously with the grave questions involved in the change thus proposed in the organic law of our State.

I. The Proposed Change.

Article I, Section 1, of the present Constitution of Maryland, reads as follows:

"All elections shall be by ballot; and every male citizen of the United States, of the age of twenty-one years, or upwards, who has been a resident of the State for one year, and of the Legislative District of Baltimore City, or of the County, in which he may offer to vote, for

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six months next preceding the election, shall be entitled to vote, in the ward or election district in which he resides, at all elections hereafter to be held in this State; and in case any county or city shall be so divided as to form portions of different electoral districts, for the election of Representatives in Congress, Senators, Delegates or other Officers, then, to entitle a person to vote for such officer, he must have been a resident of that part of the county, or city, which shall form a part of the electoral district, in which he offers to vote, for six months next preceding the election; but a person, who shall have acquired a residence in such county or city, entitling him to vote at any such election, shall be entitled to vote in the election district from which he removed, until he shall have acquired a residence in the part of the county or city to which he has removed."

The Poe Amendment proposes to substitute for this section the following:

"All elections by the people shall be by ballot. Every male citizen of the United States, whether native born or naturalized, of the age of twenty-one years or upwards, who has resided in this State for one year and in the Legislative District of Baltimore City, or in the County in which he may offer to vote for six months next preceding the election, and who, moreover, is duly registered as a qualified voter as provided in this Article, shall be entitled to vote in the Ward or Election District in which he resides at all elections hereafter to be held in this State; and in case any County or City shall be so divided as to form portions of different electoral districts for the election of Representatives in Congress, Senators, Delegates or other Officers, then to entitle a person to vote for such officer, he must have been a resident of that part of the County or City which shall form a part of the electoral district in which he offers to vote for six months next preceding the election, but a person who shall have acquired a residence in such County or City, entitling him to vote at any such election, shall be entitled to vote in the election district from which he removed until he shall have acquired a residence in the part of the County or City to which he has removed. Every such male citizen of the United States having the above prescribed qualifications of age and residence shall be entitled to be registered so as to become a qualified voter if he be

First. A person able to read any section of the Constitution of this State submitted to him by the Officers of Registration and to give a reasonable explanation of the same; or if unable to read such section is able to understand and give explanation thereof when read to him by the registration officers; or

, Second. A person who on the first day of January, 1869, or prior thereto, was entitled to vote under the laws of this State or of any other State in the United States wherein he then resided; or

Primary Source #18
PAM 1497
Maryland Historical Society

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Third. Any male lineal descendant of such last mentioned person who may be twenty-one (21) years of age or over in the year 1906.

No person not thus qualified by coming under some one of the above descriptions shall be entitled to be registered as a qualified voter, nor be entitled to vote."

It will observed that the proposed new section differs from the present provision, first, in some changes of language, which probably do not materially modify the sense; and, secondly, by restricting the suffrage to persons possessing qualifications of birth, descent or capacity; this restriction alters gravely, even fundamentally, existing provisions of our Constitution on this subject.

2. Immaterial Modifications.

Noting, first, the changes in phraseology, while the present Constitution says: "All elections shall be by ballot," the Poe Amendment interpolates the words "by the people," so that the passage will read: "All elections *by the people* shall be by ballot." The purpose of the change is not obvious: if "by the people" can be held to mean "by the whole people" or "by the people of the entire State," its results might be serious and even dangerous; but this construction seems improbable.

While the Constitution says: "Every male citizen of the United States . . . . . shall be entitled to vote," the proposed Amendment inserts after "United States" the words "whether native born or naturalized." It is difficult to see any reason for thus amplifying verbiage; a citizen of the United States can be such only by birth or by naturalization.

The Poe Amendment adds in this passage the words: "Who, moreover, is duly registered as a qualified voter, as provided in this Article." This seems to be superflous, since Section 5 of the same Article says:

"The General Assembly shall provide by law for a uniform Registration of the names of all voters in this State who possess the qualifications prescribed in this Article, which Registration shall be conclusive evidence to the Judges of Election of the right of every person thus registered to vote at any election thereafter held in this State; but no person shall vote at any election, Federal or State, hereafter to be held in this State, or at any municipal election in the City of Baltimore, unless his name appears in the list of registered voters."

3. Material Modifications.

The foregoing changes in the language of the present Constitution (with the possible exception of the one first mentioned) appear, at first sight, to be immaterial, but the further additions to the Section proposed in the Poe Amendment, impose restrictions upon the suffrage,

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Primary Source #19 (Document)

"Journal of the Proceedings of the Senate [20 September 1920]." MJ87. Document. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Speech given to the General Assembly's Senate on women's suffrage
Who?	Maryland, General Assembly, Senate
When?	September 20, 1920
Where?	Annapolis, Maryland
Why?	To amend the Maryland election laws to include women's suffrage

Description of the Source

As in other states, women's suffrage in Maryland met with opposition. And similar to other states, Maryland had its share of influential suffrage leaders including Etta Haynie Maddox, Emilie A. Doetsch, Lilian Welsh, Dr. Edith Hooker, and Florence E. Bamberger. Within Maryland there existed two suffrage groups that wanted women to have the right to vote, one group being more radical than the other. The Women's Suffrage Association wanted immediate voting rights in all local, state, and national elections. The Equal Suffrage League in Baltimore asked that women would initially only vote in Baltimore elections, then later in national elections. Local topics that were considered of interest to women included public health and education. Aware that the Nineteenth Amendment was quickly being ratified by the other states, Governor Albert C. Ritchie called for the special session in 1920 to change Maryland's voting laws and to begin registering women who were eligible to vote.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 449–51, 454–55.

Research Topics

What was the impact of women's suffrage on the presidential election of 1920?

Trace the development of the Suffragist movement from the conclusion of the Civil War until the early twentieth century.

Other than the right to vote, how else did women's lives change in the 1920s?

Research nineteenth and twentieth century influential Suffragettes.

How was American history affected politically, economically, and socially by this topic?

gates, and that you have appointed as an escort to the Senate Messrs. Miles and Fisher, and further that a joint committee of five be appointed—three on the part of the House and two on the part of the Senate, to notify the Governor of the joint session, and to escort him to the chamber of the House of Delegates, and that you have appointed Messrs. Coblentz, Simmons and Joseph. We respectfully concur therein.

We have appointed on the part of the Senate to escort the Governor to the House Chamber, Messrs McIntosh and Speicher.

By order: E. R. CROTHERS,
Secretary.

Which was read, adopted and sent to the House of Delegates.

At 9.15 o'clock P. M., the Senate went in a body to the Hall of the House of Delegates to receive the Governor's message, as follows:

Gentlemen of the General Assembly of Maryland:

I have called you together in special session to meet an extraordinary emergency—such an "extraordinary occasion" as the Constitution contemplates shall alone justify the calling of a special session of the Legislature.

The Nineteenth Amendment to the Constitution of the United States *has been ratified, adopted and proclaimed. Tennessee* was accepted by the Federal Government as the thirty-sixth State, but whatever doubt may have existed as to the validity of Tennessee's act of ratification has been rendered *immaterial* by the subsequent ratification of the thirty-seventh State, *Connecticut*. There is, therefore, no longer any doubt that the Nineteenth Amendment is *part of the organic law of the Nation*, that under it the *women* of the country have been *enfranchised* and that they will be *entitled to vote* at the approaching and at all subsequent elections.

It now becomes the duty of Maryland to do what Maryland has always done, namely, *abide by a judgment deliberately pronounced* in accordance with the spirit of our institutions—whether it be pronounced by a *majority of the people*, as in many cases, or by *three-fourths of the State*, as in this case—and abide by that judgment *willingly and cheerfully*, and *with hope*, born *of our faith in our institutions*, that a Constitutional amendment adopted in accordance with the orderly processes of our organic law, *will rebound to our country's good*.

It is, therefore, our part to see that the new franchise conferred by the Nineteenth Amendment is *made completely effective*. Legislation is necessary for this because, as I showed in detail when giving notice of the call, the existing registration laws are entirely inadequate to register, in addition to the men entitled, even a reasonable percentage of the women entitled; and they are also inadequate to care for the greatly increased vote on election day.

This legislation must be passed at once, for if it is not passed at once a great number of the women whom the Nineteenth Amendment has enfranchised, and who are sure to apply for registration, will be unable to exercise their constitutional right of suffrage, because of inadequate registration and voting facilities.

This clearly presents such an "extraordinary occasion," as justifies, indeed makes necessary, the calling of a special session of the General Assembly.

We want, I think, to *provide for the necessary additional registration and voting facilities*, not only *completely and effectively*, and with *every possible regard for the convenience and care of the women of the State* whom we are now welcoming to exercise them; but we should do so with *that dignity for which a solemn occasion calls* and which, I feel, the *women of Maryland look for in the men of Maryland*—and this, among other things, should *exclude measures recognizing distinctions*, having no solid foundation at all, *between the men and the women* in the manner of exercising the right of suffrage.

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This right is the *rock of your institutions and* it is *priceless*. The *safeguards and the procedure* thrown around it by existing laws are *neither arbitrary nor without reason*. All of them are the result of *long, practical experience*. They have for their object the *prevention of fraud* and the *purity of the ballot*. The enfranchisement of a new and large class of voters does not justify *eliminating or impairing any of them*, or *discriminating* between men and women.

I think that the women should register and vote *subject to the same procedure and conditions* under which the men register and vote, and I believe that the *Maryland women themselves* neither expect nor want any *discrimination in their favor* in the manner of performing the *high and solemn responsibility which they are now ready to accept and exercise*.

In order to give the additional facilities for registration and voting, which are now necessary, it seems to me, after consultation with a great many experienced city and county people, that the following changes in the election laws are necessary to be made.

1. Provide two additional registration days in Baltimore City and in each of the counties for the year 1920. This would make for 1920 seven registration days in Baltimore City instead of five, and four registration days in the counties instead of two, together with a subsequent day for revision.

2. Make the hours for registration in the counties for this and future years, from 9 A. M. to 9 P. M., instead of 8 A. M. to 7 P. M., as at present. There seems no need to change the existing hours for registration in Baltimore City, which are from 12 M to 10 P. M.

3. At present, the polls are open on election day in Baltimore City from 6 A. M. to 5 P. M. In the counties the polls are open from 8 A. M. to 6 P. M., except in Baltimore county, where they close at 7 P. M., and in three election districts in Wicomico county and one precinct in Worcester county, where they pen at 6 A. M.o It is recommended that in Baltimore City and all of the counties the polls hereafter open at 6 A. M. and close at 7 P. M.

4. Confer authority upon the Election Supervisors in Baltimore City and in the counties, in their discretion, to provide one additional polling place in any precinct, or in any district not divided into precincts, wherein, after the fall's registration of both women and men has been completed, more than 800 persons are registered. Provision should, of course, be made, in case this discretion is exercised, for the necessary additional judges and clerks, and also for an alphabetical division of the voters of the precinct or district, so that those whose surnames run from A to M may vote at one polling place and those from N to Z at the other.

5. Make a slight change in the registration requirements to cover the case of women claiming citizenship by marriage and the recording of the sex of the applicant.

6. Provide for a few additional clerks for the Election Supervisors of Baltimore City, which seems necessary to take care of the greatly increased registration. In the counties the existing law already gives authority for additional clerks when required.

7. Provide some additional compensation to the judges and clerks for their longer hours and greatly increased work on election day. It would seem that an increase of $2.00 over their present compensation (which varies in different localities), would be fair.

8. Finally, provide for the payment by Baltimore City and the counties, respectively, of the increased expenses which the above recommendations, if adopted, will entail.

This program is brief and simple and I hope that the Legislature will confine itself to a consideration of these measures, or of others which, like them, *can fairly be said to be related to the purpose* for which this session has been called. I do not, of course, mean that measures other than those above recommended may not be related, and the *General Assembly is and should be the judge* of what measures are *related and are needed* to accomplish the purpose of the session. But

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measures which have *no relation at all* to this purpose are easily recognized, and it is of these only that I am speaking.

I know, of course, that *under the Constitution* the Executive has no right to limit the measures which the Legislature *may consider* to those embraced within the subject which the Legislature *has been called to consider;* and in expressing the hope that this Legislature will confine itself to measures which *it considers are related* to the subject of the call, I feel that, *far from undertaking to interfere with the constitutional rights of this body,* I am in reality simply voicing what is the wish of certainly the great majority of the members.

I have talked or communicated with many of the members recently, and have learned the views of others indirectly. Almost without exception, these members feel that if one measure upon a subject unrelated to the call is considered, other measures will be considered also, *with the result that an extended session would be certain;* and that this would be most unfortunate for many reasons—among others, it would *cost the taxpayers* in the neighborhood of $2,000 per day; it would, with a national campaign in progress, *offer opportunity for political and partisan maneuvers;* it would *needlessly delay the members themselves* in returning to their respective employments at one of the busiest times of the whole year, especially for the farmers.

The members I have talked with feel that *such considerations make it my duty to discourage in every proper* way, the consideration of measures which are *clearly not related* to the purpose of the call, and in saying what I have said I feel that *I am simply reflecting the wishes* of the great majority of this body, and *certainly the wishes of the people of the State.*

And now, gentlemen of the General Assembly, *I leave you to your deliberations,* with entire confidence that you will bring to them *that sincerity of mind and purpose which,* from past association and personal friendship, *I so well know you possess.*

At 9.45 o'clock P. M., the Senate returned.

Present at roll call the following Senators:

President	Gibson	Metzerott	Russell
Bartlett	Goodall	Mish	Shader
Biggs	Graves	Mitchell	Spicker
Bordette	Harrison	Nuttle	Spreckmer
Dishorom	Legg	Parran	Wolfe
Frick	McIntosh	Robins	Total—23

PRESENTATION OF PETITIONS, MEMORIALS AND OTHER PAPERS.

Resolution by Mr. Bartlett:

WHEREAS, 37 States of the Union have now ratified the Nineteenth Amendment to the Constitution of the United States; and

WHEREAS, Maryland has steadfastly declined in its previous meetings of the Legislature to grant to the women of our State that which was justly theirs by refusing to ratify the 19th Amendment which had for its purpose woman's enfranchisement.

THEREFORE, BE IT RESOLVED, That to make amends somewhat for our lack of unison and our denial of justice to such an intelligent group of our people; that

WE, the members of the Senate and the House of Delegates in this extraordinary session which is called to remedy defects in our laws and to enact new and proper ones, serve without pay.

Which was read and referred to Committee on Finance.

ORDERS.

On motion of Mr. McIntosh it was ordered that the rules adopted by the Senate at the Regular Session of 1920 be hereby adopted as the rules governing the present Senate until otherwise ordered.

Which was read and adopted.

On motion of Mr. McIntosh it was ordered that Emerson C. Crothers, of Cecil county, be Secretary of the Senate; that Joseph M. George, of Queen Anne's county, be Journal Clerk of the Senate; that C. Andrew

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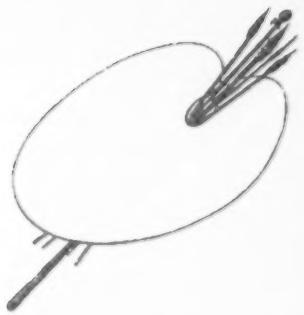

"H.L. Mencken celebrating the repeal of Prohibition at the Hotel Rennert [December 1933]." Z24.1059. Z24.1679. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	The repeal of Prohibition in Baltimore
Who?	H.L. Mencken and friends
When?	December, 1933
Where?	Baltimore, Maryland
Why?	To celebrate the repeal of the Eighteenth Amendment

Description of the Source

One of the twentieth century's most renowned journalists, essayists, and satirists, H. L. Mencken attacked derided numerous subjects in his humorous and satirical commentaries for the *Baltimore Sun*. Prohibition was one of Mencken's targets, and he proposed that it should be challenged, arguing that it compromised the rights and liberties of the individual.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 431–33, 448–49, 456–57, 468–71, 485–86.

Research Topics

Determine the reasons for the establishment of Prohibition.

Investigate the difficulties in enforcing Prohibition.

How did Baltimore and Maryland react to and cope with Prohibition?

Why was Prohibition repealed?

How was American history affected politically, economically, and socially by this topic?

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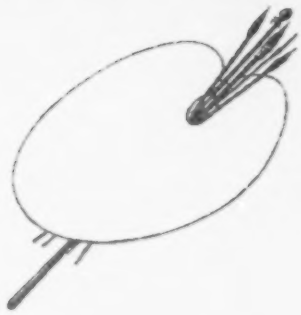


"Girls' Socialist Sunday School Class [1912]." MC9245B. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

"Boys' Socialist Sunday School Class [1912]." MC9245A. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Sunday school classes sponsored by socialist organizations
Who?	Girls and boys participating in the school
When?	1912
Where?	Maryland
Why?	To be educated in the Socialist Party's ideologies

Description of the Source

At the turn of the twentieth century, the Socialist movement emerged in America as a political party. Socialist ideology sought individual freedom, labor solidarity and parity of wages, but it never received widespread support. In Maryland, Socialist leaders called for laws that protected workers and they organized to advocate for economic reforms. Supporters of the Maryland Socialist Party included dairy farmers, garment workers, members of women's clubs and organizations and members of politically liberal groups. Some of the groups sponsored Sunday school classes such as those pictured here.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 53, 201, 205, 209, 330, 307–8, 403, 508.

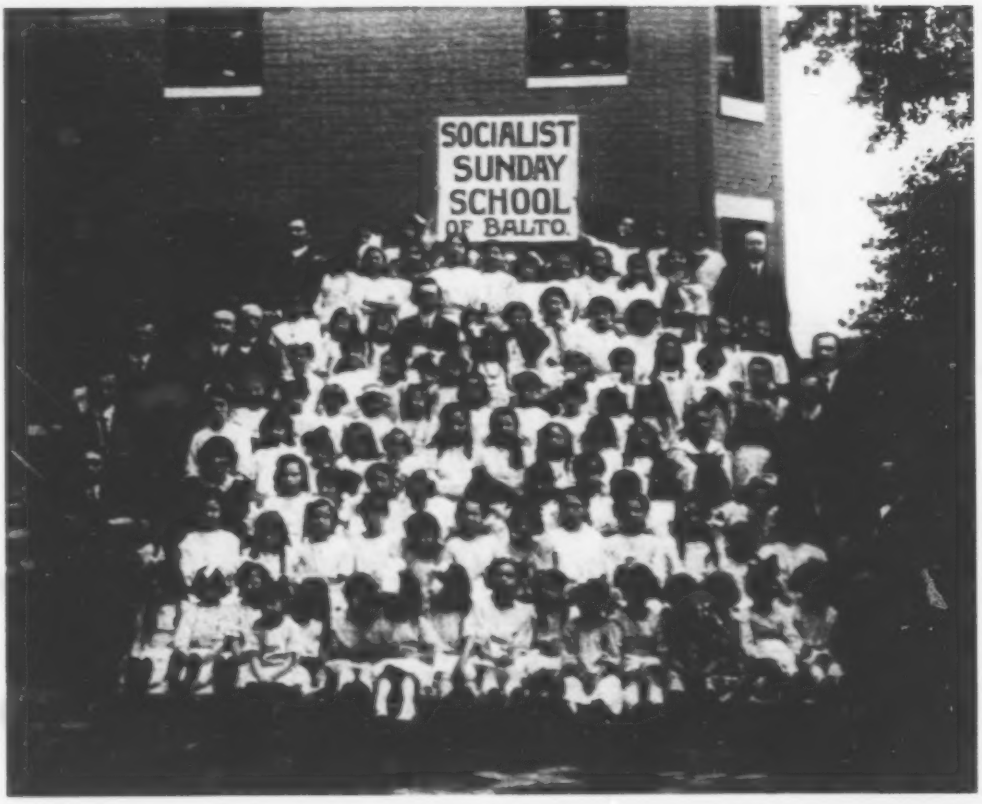
Research Topics

Trace the development of Socialism in Europe and in the United States.

Determine the problems that Socialism created for the American labor movement.

What were the predominant religions in the United States during the Progressive Era?

How was American history affected politically, economically, and socially by this topic?



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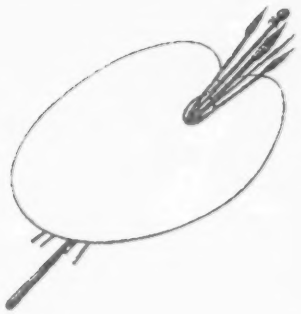

"Members of the Hellfighters Band (instrument casualties of World War I.) [1919]." Eubie Blake Collection. Z24.1575. MS 2800. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Brass band
Who?	African American musicians
When?	1919
Where?	Baltimore, Maryland
Why?	To entertain during the Great War

Description of the Source

In the period after WWI and through the 1920s, new forms of entertainment emerged. Vaudeville, a variety stage show consisting of traveling acts, quickly become popular and launched many stage careers. One young composer and musician to emerge during this time was Baltimorean James Hubert "Eubie" Blake, who was to become one of the most influential and successful African American musicians. Blake's music helped to introduce a new musical style that became known as "ragtime," a syncopated musical style made popular by Scott Joplin. Blake also featured jazz and blues styles in his many compositions. Other African American artists who became popular during this time included James Reese Europe, Fats Waller, Charles Bolden, and Jellyroll Morton.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 472–76.

Research Topics

Research the artistic successes of the Harlem Renaissance.

Trace the development and impact of jazz as a cultural movement.

Determine how African American cultural development affected society.

Research the life of Eubie Blake.

Assess the impact of World War I on African Americans.

How was American history affected politically, economically, and socially by this topic?

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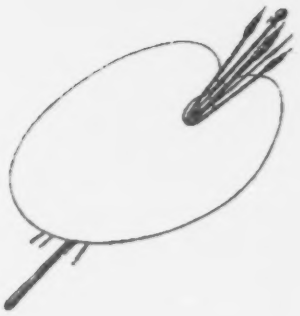
Primary Source #22b (Picture)



"Chorus Line from vaudeville tour of 'Shuffle Along' [1928–29]." Z24.1353. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Vaudeville show
Who?	Chorus line "girls"
When?	1928–1929
Where?	Baltimore, Maryland
Why?	To entertain for traveling stage shows

Description of the Source

In the explosion of cultural entertainment after WWI, women became more visible as entertainers, and were featured in musical shows. However, racial segregation was still prevalent in theaters, and African American entertainers performed in segregated theaters. One positive outcome of segregation was that it promoted the growth of black-owned businesses, and a lively theater district serving African Americans emerged along Baltimore's Pennsylvania Avenue. There the nightlife became a social Mecca where new musical styles were performed.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 472–76.

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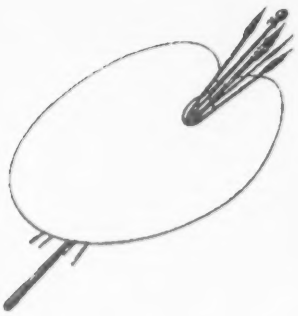

"Royal Theatre, Always a Good Show [October 1949]." Henderson Collection. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	The Royal Theater
Who?	Black-owned and run theatre
When?	October, 1949
Where?	Pennsylvania Avenue, Baltimore, Maryland
Why?	To showcase entertainment provided by the black community

Description of the Source

One of the more renowned venues for African American entertainers on Baltimore's Pennsylvania Avenue was the Royal Theater, which was built in 1921–1922. The legendary Fats Waller opened this elegant theater and it was to become a landmark, known for its plush interior and for showcasing the latest acts. "Old West" Baltimoreans — middle-class blacks living in West Baltimore —frequented the Royal on weeknights, and the area thrived as a jazz center.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 472–76.

Research Topics

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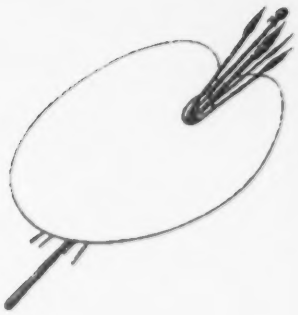

"VE Day, corner of Park and Lexington Streets, Baltimore [7 May 1945]." B359. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	V-E Day in Baltimore
Who?	Marylanders
When?	May 7, 1945
Where?	Park and Lexington Streets, Baltimore, Maryland
Why?	To announce the end of World War II in Europe

Description of the Source

V-E Day, Victory in Europe, marked the end of World War II. People celebrated everywhere as a party atmosphere enveloped the nation. Soon many people welcomed home husbands, fathers, sons, brothers, and boyfriends from the European war front. Thousands of Marylanders enlisted or were drafted at the beginning of United States involvement; over 250,000 men from Maryland were in the armed forces. On the home front, victory was won through food shortages, rationing, and gas and oil restrictions.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 528–43, 550–51.

Research Topics

Investigate the short-term and long-term economic impact of World War II.

What were Maryland's contributions to the war effort?

What role did the government play in the economic decisions needed to fund the war?

Determine the overall impact of the G.I. Bill.

Research how V-E Day was celebrated in Baltimore.

Find evidence of propaganda in the Maryland press.

Create a graph that covers the years 1945–1965 and includes the births in Maryland.

How was American history affected politically, economically, and socially by this topic?

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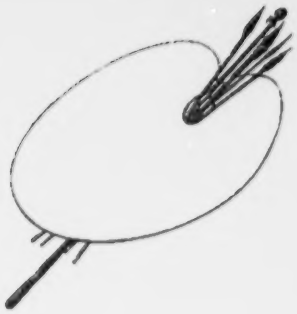

"First Released Veterans [12 May 1945]." B614B. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	End of World War II
Who?	Returning veterans
When?	May 12, 1945
Where?	Baltimore, Maryland
Why?	To show Maryland soldiers returning from the war front

Description of the Source

V-E Day, Victory in Europe, marked the end of World War II. People celebrated everywhere as a party atmosphere enveloped the nation. Soon many people welcomed home husbands, fathers, sons, brothers, and boyfriends from the European war front. Thousands of Marylanders enlisted or were drafted at the beginning of United States involvement; over 250,000 men from Maryland were in the armed forces. On the home front, victory was won through food shortages and rationing and gas and oil restrictions.

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How was American history affected politically, economically, and socially by this topic?

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Primary Source #24 (Document)

Chisholm, John. Typed transcript of letter to James Chisholm [25 November 1751]. Colonial Collection. MS 2018. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	A letter
Who?	From John Chisholm to his mother and brother
When?	November 25, 1751
Where?	Maryland
Why?	To describe his experiences in the newly settled areas of Maryland

Description of the Source

Cecil County was created in 1674 and much of the area belonged to farmers and landholders. These settlers learned that they needed to live peaceably with the area's Native American tribes. The largest Native American group in Maryland was the Algonquin family; Choptank, Nanticoke, Pocomoke, and Assateague were tribes that lived in the Chesapeake Bay region. Along the Patuxent River were the Patuxent and Mattapanient tribes, and along the Potomac River were the Conoys, Choptices, Potapacos, Pamunkeys, Mattowomans, and Anacostanks tribes. Many of these tribes helped the European settlers farm the land and learn how to benefit from the abundant fish and game found in the Maryland colony. Corn, tobacco and fruit orchards were successfully planted and harvested by the early settlers. The two groups began to trade. The trading gradually developed into a thriving economy in the New World, and that in turn helped to enhance international trade with the Old World.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 10, 67–70, 97.

Research Topics

Compare John Chisolm's opinion of Maryland's Native Americans to other contemporary accounts.

Investigate the relationship between the settlers in Maryland and the native population.

How did religion influence the relationship between the Native Americans and the settlers?

Research the countries of origins of Maryland settlers.

What major products were traded in eighteenth century Maryland?

How was American history affected politically, economically, and socially by this topic?

E

Prayers hath been heard on my account; I do not imagine but that you must want to see me very much, my desire to return is no less strong than yours is to have me but as affairs now stand I cannot, but nevertheless I hope to end my days in my own Country, but it must be as it shall please God. Contentment dwells with me and therefore there is none exceeds me in Riches; It is my earnest request to God that we may meet yet in this World, but that if he hath otherways appointed it, that he will guide us by the Spirit of his Grace through this vale of tears and grant us a happy meeting in the Mansions of Bliss where fears of parting will never afflict us. Give not way to desponding thoughts but cast your cares upon the Lord; As he cares for us all and his many singular appearances on my behalf mentioned at large in my former letter, leaves me no reason to doubt of my being under his particular care. I am with the

Sincerest Respect your most Dutiful Son

JOHN CHISHOLM.

II. John Chisholm to James Chisholm. (On same sheet as No. I.)

Dear Brother,

The Opportunity more than anything else engaged me to write to you having writt you about two months ago, but because I can remember before I came from home that we used all to be glade when my Uncle received a Letter so I imagine it is a Singular Pleasure to you and my Mother if it is to nobody else, but I even flatter myself it is some others, to hear of my Wellfare. I am sure if R.B: and D.W. are still in being, they will. I have nothing then to inform you of worth mentioning, only that/

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that I am in good health, I hope 'tis the best news I can send you. The Vessell that brings this is called the John and James, built here at this place, I was at the Launching of her, and is the first Vessell that loaded with Flax seed for Ireland from this place, you may perhaps wonder that a Vessell should load with Flax-seed, but it is surprising to see what Quantities are shipped from Philadelphia to Ireland in a Season. It is hoped that this Town will draw a great deal of the trade from Philadelphia in a little time, it being very commodiously situated for both the Irish trade and West India; the West India Commodities are Bread and Flower and the Irish commodities, Flax-seed, Pipe Staves, and Walnut Timber. The Returns from Ireland are chiefly Felons, transported for Seven Years and sold by the Captain of the Ship for about £15 Str: and a little Irish Linnen it being unlawful to transport Woolens and other Goods from Ireland here. Most of the Inhabitans about the head of Chesapeak Bay are originally those Transported Felons and consequently are people of bad Principles, tho' they are seemingly very Devout in their houses and Strick observers of the Sabbath but are much given to drinking and are so strongly addicted to the love of Money, Very Nasty and Generally unhospitable in their houses, quite reverse to the Virginians, but they very much resemble our Country Farmers. They grow Barley and Oats and Wheat here as in Scotland but no peas nor Beans, except in Gardens, they use but little Malt Liquor, Cyder and Water and Punch being their usual Drink, Turnips, Pottatoes Butter and Cheese in great plenty and all kinds of Tame Fowls, Wild Ducks and Geese plenty; Fish plenty also, but few Deer, without going back among the Indians, they are erecting Schools/

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Schools about Philadelphia for the education of young Indians of those Nations who are in amity with us. Their Nations may be compared to the Highland Clans, but they have all different Language, like unto the Negroes in Guinea, they are implacable Enemies when once they conceive a hatred, and continually at wars one with another, the French are endeavouring to engage as many of them to their party as they can, and are as well as the English continually making them presents, they are prodigious Drinkers of Rum and live mostly upon hunting, they have all straight black hair, they paint their faces with red and dress their Selves with feathers of all colours and strings of beads, and wear but few Cloths, and are like hounds in following the foot of anything, and are Excellent Huntsmen; as to their Religion, I never heard mention of any such thing among them, but are nevertheless true in their alliances. I can think of nothing else but if you will signify to me what you desire to know concerning this place I will willingly gratify you as far as lies in my power. I will now tell you what I want to know from you. First of all, Concerning your health, and that of all my Relations acquaintances and well Wishers, to whom I would willingly write were it not for putting them to Charges, very Particularly, who enjoy publick offices in Town, and whether or not the Town seems to increase or decay, the marriages of any of my Acquaintances, and who of them are traveled into foreign Countries, the state of Religion, whether Divisions seem to abate or increase, who is Minister, who is Clerk, and how Harvests have been of late years. I refer you to your Uncles Letter for more particulars and am while I live

Your affectionate Brother

JOHN CHISHOLM

(addressed) /

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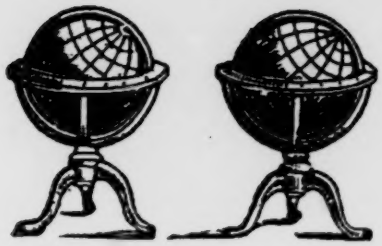
Primary Source #25 (Map)



Lewis, Samuel. "The State of Maryland." Carey's American Edition of Guthrie's Geography improved, 1795. Map. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	An area map including the states of Maryland, Delaware, New Jersey, Pennsylvania, and Virginia
Who?	Samuel Lewis
When?	1795
Where?	Maryland
Why?	To show some of the topography and travel routes in Maryland

Description of the Source

This map illustrates various travel routes throughout Maryland in 1795. A directional map showing major and safe waterways and roadways between cities was important for traveling, shipping, and trading. The map also highlights some of the topography of the area, especially the mountain ranges in western Maryland. Notice which cities the cartographer included on this map. Note also the counties that existed at this time.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 3, 14, 15, 25, 28, 31, 54, 70, 77, 81, 98, 153–59, 207, 215, 228, 553.

Research Topics

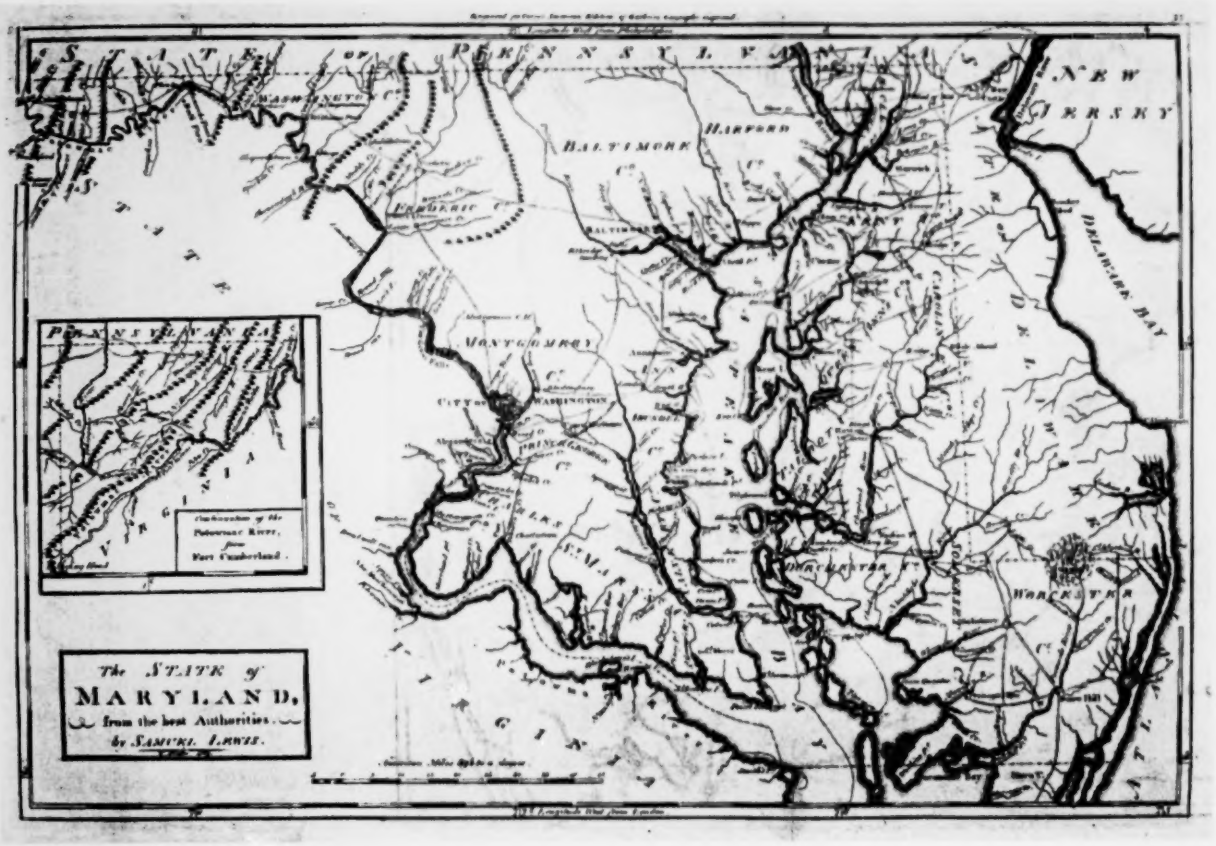
Research the Mason Dixon Line.

Compare maps of Baltimore to show economic change over time.

How has the port of Baltimore been a mirror for the changing American economy?

Determine how the different regions of Maryland have become independent entities.

How was American history affected politically, economically, and socially by this topic?



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Primary Source #25
Special Collections Department
Maryland Historical Society

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Primary Source #26a (Document)

Hull, William S. Diary documenting travel to California during the Gold Rush [21 July 1849 and 27 July 1849]. The William S. Hull Papers. MS 2135. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Portions from a handwritten diary
Who?	William S. Hull
When?	July 21, 1849
Where?	Journey to California by sea
Why?	To participate in the Californian gold rush

Description of the Source

This diary relates William Hull's journey to California, including his sea voyage to California. A supporter of westward expansion, Hull joined the tens of thousands of hopefuls traveling to the Midwest and on to California in search of gold, in the Western "Gold Rush" of the mid-1800s. The gold rush spurred exploration into the Western and Alaskan territories, and promoted the growth of new towns. Interestingly, most of the travelers seeking their fortunes were not poor laborers, but rather middle-class tradesmen and farmers who could afford the time and means to travel westward.

For More Information on Topics Explored by this Source, See

Brugger, Robert, J. *Maryland: A Middle Temperament, 1634–1980*. Baltimore: The Johns Hopkins University Press, 1988. P. 254.

Research Topics

What role did the federal government play in the westward movement?

Compare and contrast the goals of those moving west with the realities of what they encountered.

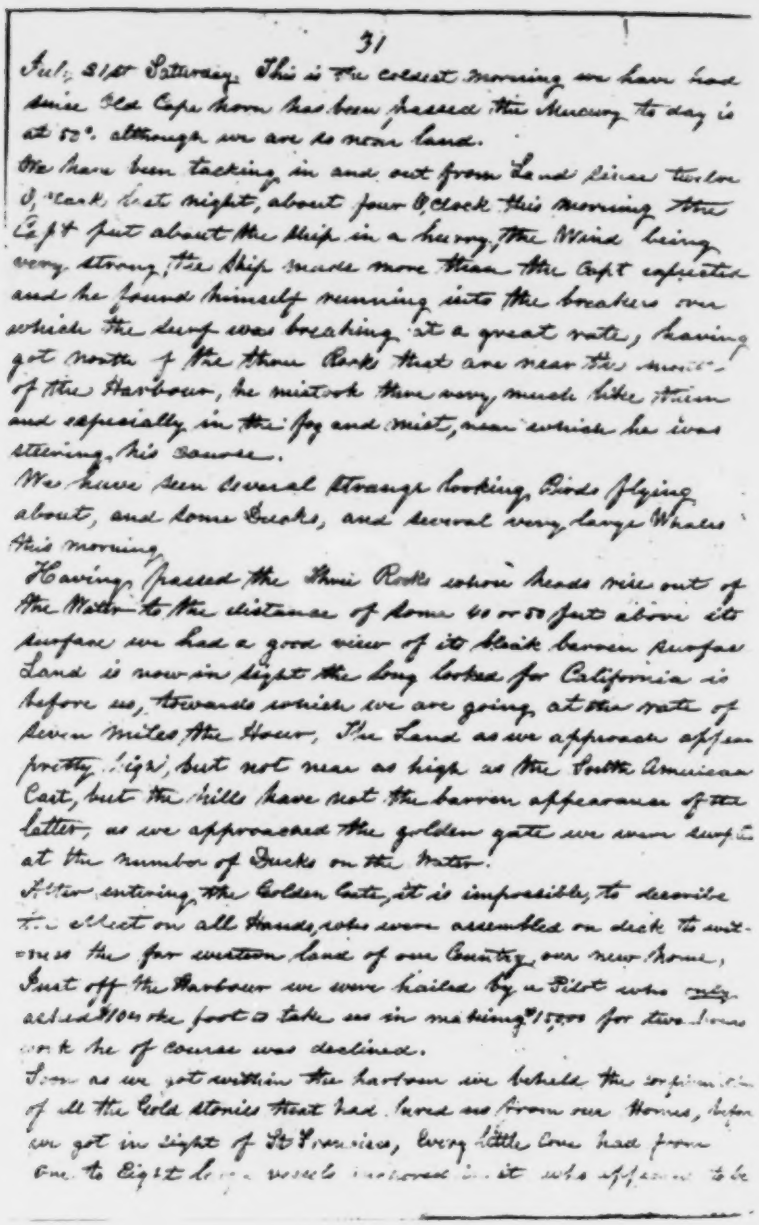
Investigate the role of women, Chinese Americans, Irish Americans, and African Americans in the movement west.

How did the population boom in California in the late 1850s affect the issue of the spread of slavery?

Investigate the Compromise of 1850.

Apply the theory of supply and demand to San Francisco during the Gold Rush.

How was American history affected politically, economically, and socially by this topic?



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July 21st Saturday. This is the coldest morning we have had since Old Cape Horn has been passed the Mercury to day is at 52°. although we are so near land.

We have been tacking in and out from Land since twelve o'clock last night, about four O'Clock this morning the Capt put about the ship in a hurry, the Wind being very strong, the ship made more than the Capt expected and he found himself running into the breakers over which the surf was breaking at a great rate, having got north of the three Rocks that are near the mouth of the Harbour, he mistook these very much like them and especially in the fog and mist, near which he was steering his course.

We have seen several strange looking Birds flying about, and some Ducks, and several very large Whales this morning.

Having passed the Three Rocks whose heads rise out of the Water to the distance of some 40 or 50 feet above its surface we had a good view of its bleak barren surface Land is now in sight the long looked for California is before us, towards which we are going at the rate of seven Miles the Hour, The Land as we approach appears pretty high, but not near as high as the South American Cast, but the hills have not the barren appearance of the latter, as we approached the golden gate we were surpris[ed] at the number of Duck on the Water.

After entering the Golden Gate, it is impossible, to describe the effect on all Hands, we were assembled on deck to wit=ness the far western land of our Country, our new home. Just off the Harbour we were hailed by a Pilot who only asked $10 the foot to take us in making $150.00 for two hours work he of course was declined.

Soon as we got within the harbour we beheld the confirmation of all the Gold stories that had lured us from our Homes, before we got in sight of St. Francisco, Every little Cove had from one to Eight large vessels anchored in it, who appeared to be

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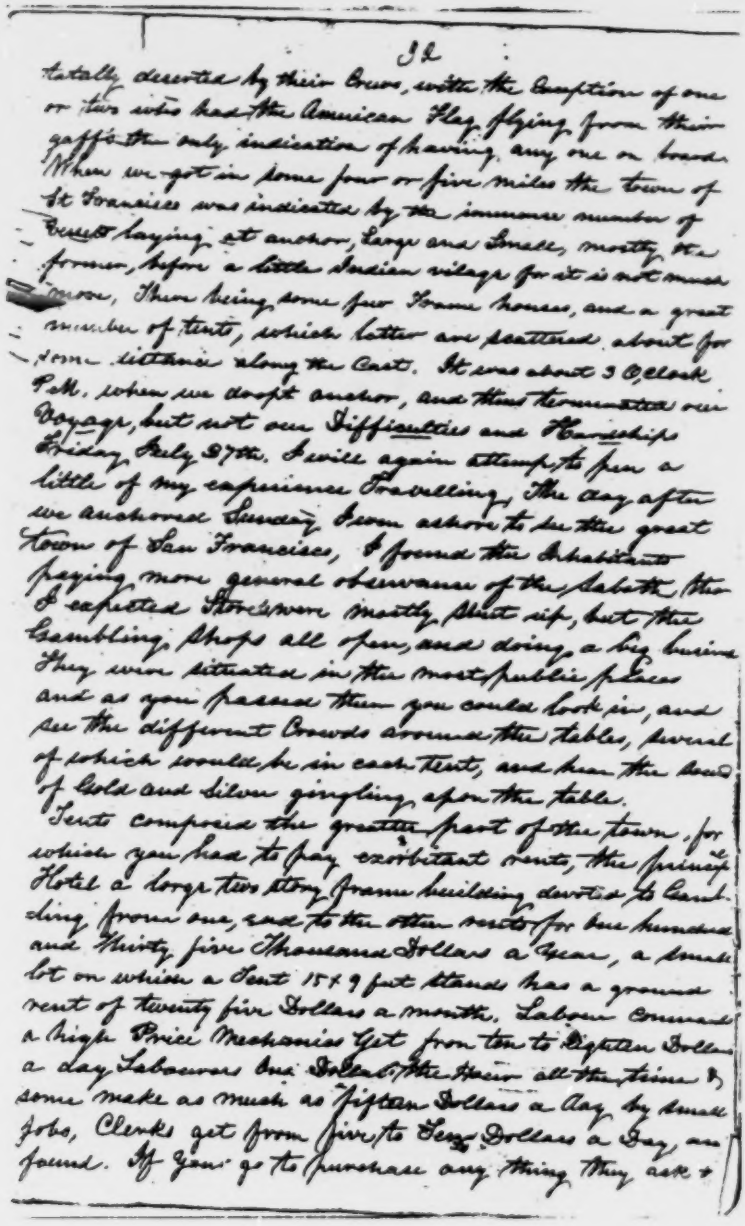

32

totally deserted by their Crews, with the Exception of one or two who had the American Flag flying from their gaff's the only indication of having any one on board. When we got in some four or five miles the town of St Francisco was indicated by the immence number of Vessels laying at anchor, Large and Small, mostly the former, before a little Indian vilage for it is not much more, There being some few Frame houses, and a great number of tents, which latter are scattered about for some distance along the Cast. It was about 3 O, Clock P.M. when we dropt anchor, and thus terminated our Voyage, but not our Difficulties and Hardships

Friday July 27th. I will again attempt to pen a little of my experience Traveling, the day after we anchored Sunday I wen ashore to see the great town of San Francisco, I found the Inhabitants paying more general observance of the Sabath than I expected Store's were mostly shut up, but the Gambling shops are all open, and doing a big busines They were situated in the most public places and as you passed them you could look in, and see the different Crowds around the tables, several of which would be in each tent, and hear the sound of Gold and Silver gingling apon the table.

Tents composed the greatter part of the town, for which you had to pay exorbitant rents, the princepal Hotel a lorgr two story frame building devoted to gambling from one, end to the other rents for one hundred and thirty five Thousand Dollars a Year, a small lot on which a Tent 15 x 9 feet stands has a ground rent of twenty five Dollars a month. Labour commands a high Price Mechanics get from ten to Eighteen Dollars a day. Labourers One Dollar the Hour all the time and some make as much as fifteen Dollars a day by small Jobs, Clerks get from five to Ten Dollars a Day are found. If You go to purchase any thing they ask to exorbiant prices they

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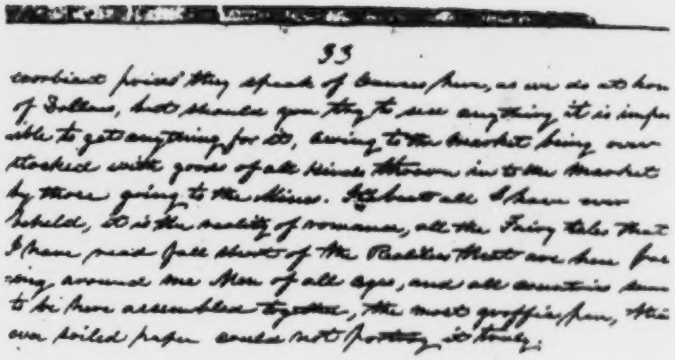

33

coubient point they speak of Ounces here, as we do at home of Dollars, but should you try to see anything it is impossible to get anything for it, owing to the market being over stocked with goods of all kinds thrown in to the market by those going to the Mines. It beats all I have even beheld, it is the reality of romance, all the Fairy tales that I have read fall short of the Realities that are hear passing around me men of all ages, and all countries seem to be here assembled together, the most graffic pen, that ever soiled paper could not portray it truly.

speak of ounces here, as we do at home of Dollars, but should you try to see anything it is imposible to get anything for it, owing to the market being over stocked with goods of all kinds thrown in to the market by those going to the Mines. It beats all I have even beheld, it is the reality of romance, all the Fairy tales that I have read fall short of the Realities that are hear passing around me men of all ages, and all countries seem to be here assembled together, the most graffic pen, that ever soiled paper could not portray it truly.

Note: The spelling, capitalization, and punctuation are Hull's.

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Primary Source #26b (Document)

Hepbron, Sewell. Letter to Mary Hepbron [26 February 1851]. Hepbron Letters. MS 2410. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Portions from a handwritten diary
Who?	Sewell Hepbron
When?	February 26, 1851
Where?	California
Why?	To describe life in California in the mid 1800s

Description of the Source

Sewell Hepbron and his wife, Martha, traveled west from Maryland. Written during the years from 1837 to 1853, Hepbron recorded the vulnerability and hardships of the mid-nineteenth-century westward travelers during the years of the Gold Rush. In the mid-nineteenth century, up to one million people traveled to California in search of gold. At this time, California consisted of Indian settlements, Catholic missions, white and Mexican ranches and farms, and small towns.

For More Information on Topics Explored by this Source, See

Brugger, Robert, J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. P. 254.

Research Topics

What role did the federal government play in the westward movement?

Compare and contrast the goals of those moving west with the realities of what they encountered.

Investigate the role of women, Chinese Americans, Irish Americans, and African Americans in the movement west.

How did the population boom in California in the late 1850s affect the issue of the spread of slavery?

Investigate the Compromise of 1850.

Apply the theory of supply and demand to San Francisco during the Gold Rush.

How was American history affected politically, economically, and socially by this topic?

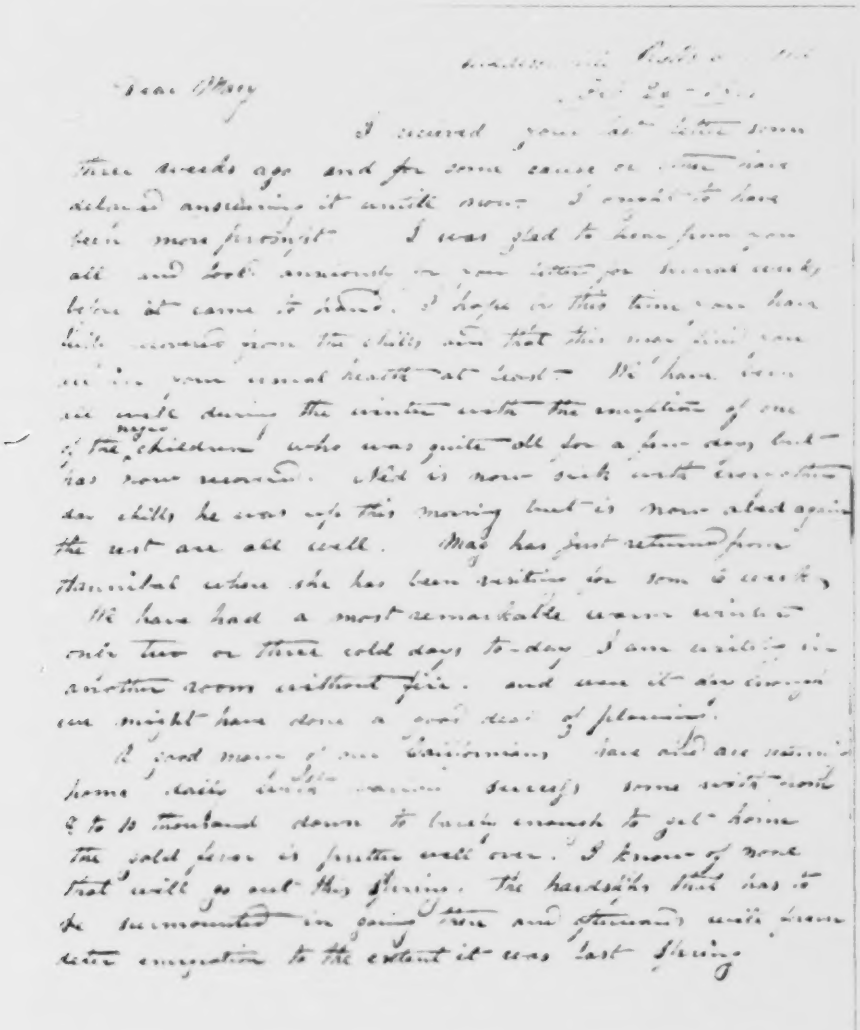
Medisonville Ralls Co Mo
Feb 26 - 1851

Dear Mary

I recieved your last letter some three weeks ago and for some cause or other have delayed answering it untill now. I ought to have been more prompt. I was glad to hear from you all and look'd anxiously for you letter for several weeks before it came to hand. I hope by this time you have fully recovered from the chills and that this may find you all in your usual health at least. We have been all well during the winter with the exception of one of the negro children who was quite ill for a few days but has now recovered. Ned is now sick with every other day chills he was up this morning but is now abed again the rest are all well. Mag has Just returned from Hannibal where she has been visiting for som 6 weeks

We have had a most remarkable warm winter only two or three cold days to-day I am writing in another room without fire. and were it dry enough we might have done a good deal of plowing.

A good many of our Californians have and are returning home daily with various succefs some with from 8 to 10 thousand down to barely enough to get home the gold fever is pretty well over. I know of none that will go out this Spring. the hardshifs that has to be surmounted in going there and afterwards will forever deter emigration to the extent it was last Spring



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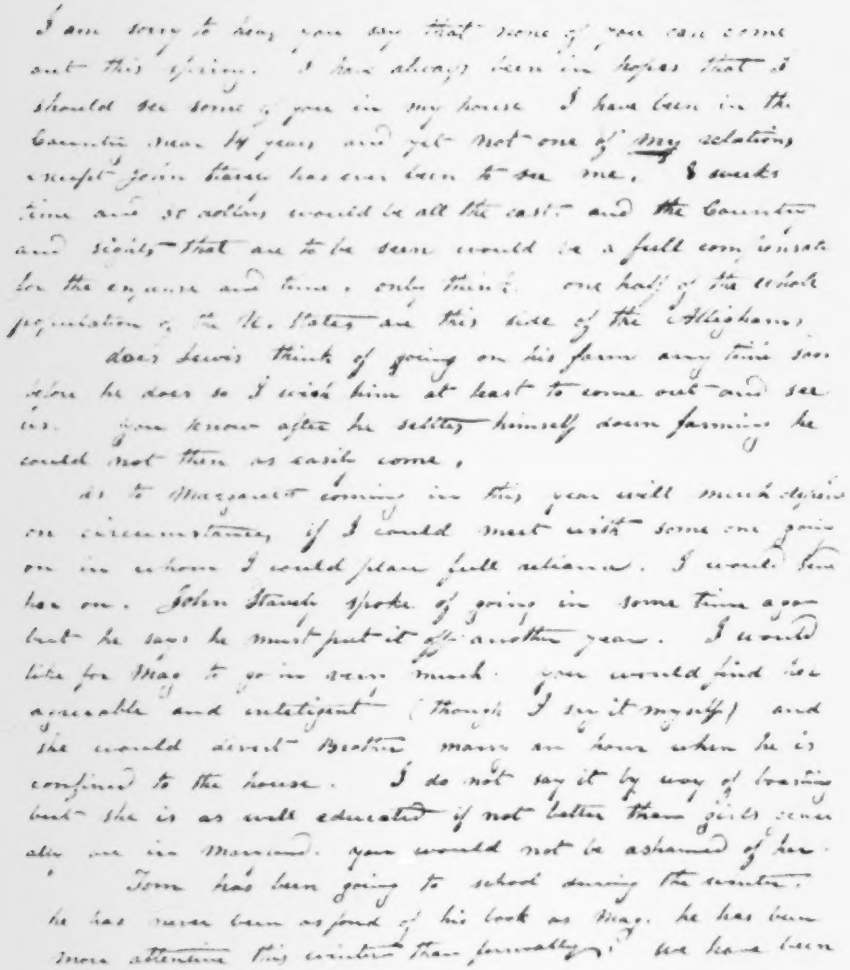

I am sorry to hear you say that none of you can come out this spring. I have always been in hopes that I should see some of you in my house I have been in the Country near 14 years and yet not one of my relations except John Stavely has ever been to see me. 8 weeks time and 50 dollars would be all the cost. and the Country and sights that are to be seen would be a full compensation for the expense and time. only think. one half of the whole population of the U. States are this side of the Allighanys.

does Lewis think of going on his farm any time soon before he does so I wish him at least to come out and see us. you know after he settles himself down farming he could not then as easily come.

As to Margarets coming in this year will much depend on circumstances if I could meet with some one going on in whom I could place full reliance I would send her on. John Stavely spoke of going in some time ago but he says he must put it off another year. I would like for Mag to go in very much. you would find her agreeable and inteligent (though I say it myself) and she would divert Brother many an hour when he is confined to the house. I do not say it by way of boasting but she is as well educated if not better than girls gener-ally are in Maryland. You would not be ashamed of her.

Tom has been going to school during the winter. he has never been as fond of his book as Mag. he has been more attentive this winter than formally. we have been

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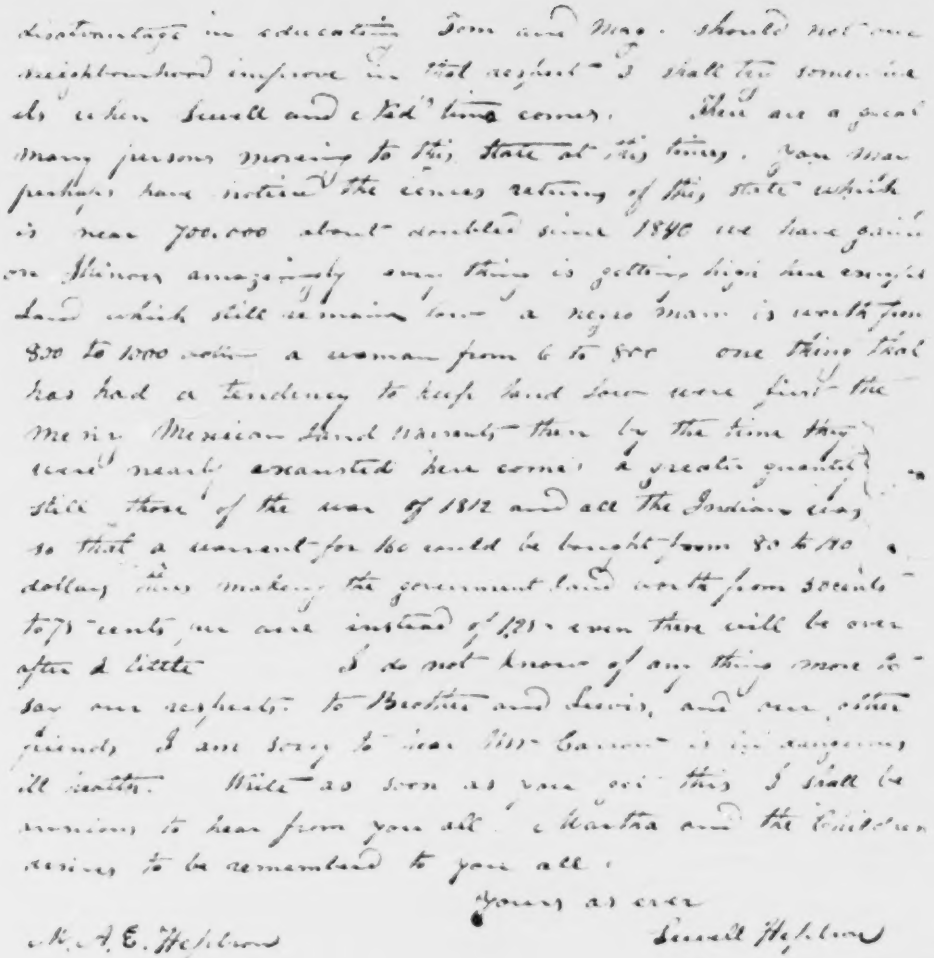

disadvantage in educating Tom and Mag. should not our neighbourhood improve in that respect I shall try somewhere else when Sewell and Ned's time comes. There are a great many persons moving to this State at this times. you may perhaps have noticed the cences returns of this state which is near 700,000 about doubled since 1840 we have gained on Illinois amazingly everything is getting high here except Land which still remains low a negro man is worth from 800 to 1000 dollars a woman from 6 to 800 one thing that has had a tendency to keep land low were first the many Mexican Land warrants then by the time they were nearly exhausted here comes a greater quantity still those of the war of 1812 and all the Indians was so that a warrant for 160 could be bought from 80 to 190 dollars thus making the government Land worth from 50 cents to 75 cents per acre instead of 1.25 even these will be over after a little I do not know of any thing more to say our respects to Brother and Lewis, and our other friends I am sorry to hear Mr. Carrow is in dangerous ill health. Write as soon as you get this I shall be anxious to hear from you all. Martha and the Children desires to be remembered to you all.

Yours as ever

Sewell Hepbron

M.A.E. Hepbron

Note: The spelling, capitalization, and punctuation are Hepbron's.

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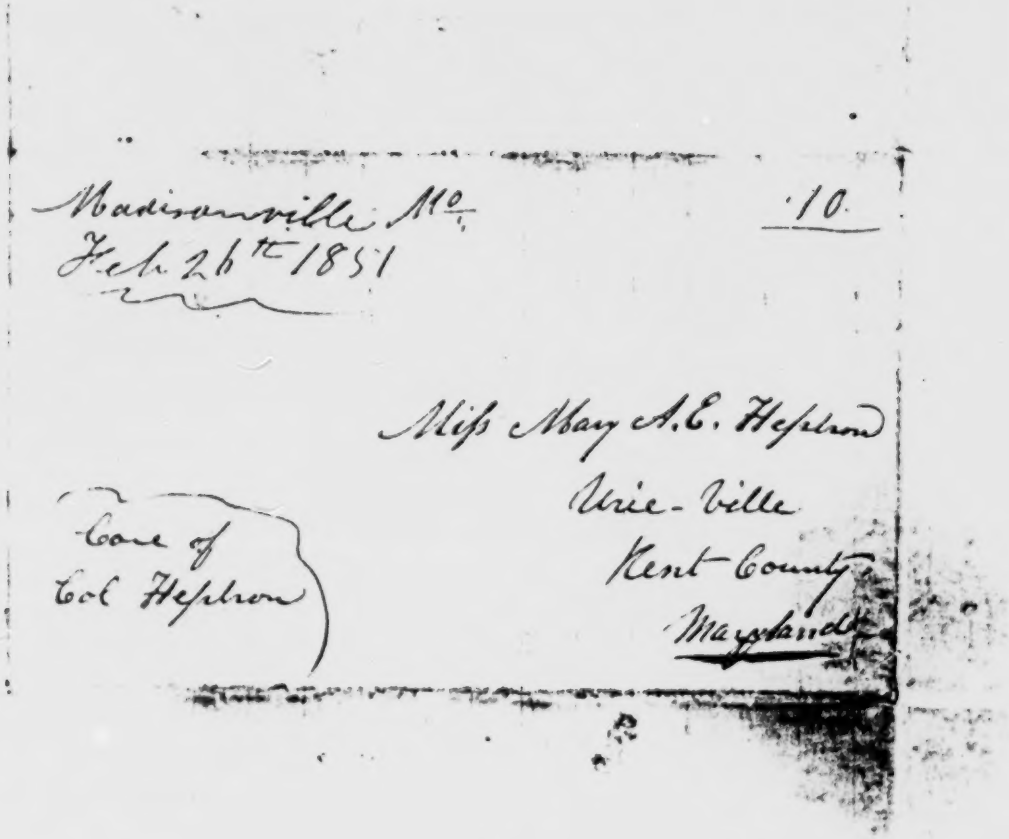

Madisonville Mo.
Feb. 26th 1851

10

Miss Mary A.E. Hepburn
Ivie-Ville
Kent County
Maryland

Care of
Col Hepburn

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Primary Source #27 (Document)

Hepbron, Sewell. Letter to Mary Hepbron [26 August 1851]. Hepbron Letters. MS 2410. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	A handwritten letter
Who?	From Sewell Hepbron in Missouri to Mary Hepbron in Maryland
When?	August 26, 1854
Where?	Madisonville, Missouri
Why?	To describe life in the Midwest

Description of the Source

In the mid-nineteenth century, many Marylanders and other residents from the eastern seaboard traveled to the Midwest. Sewell Hepbron and his wife traveled west, stopping in Missouri, a slave state. In Missouri, even small landowners had slaves and free individuals working on their farms. They cultivated crops such as wheat, flax, oats, and corn for shipping to ports like Baltimore. As Hepbron records, farmers in the Midwest endured many hardships while settling the land, including long periods of drought, or financial hardships brought on by the high cost of farming equipment.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 206–10, 262.

Research Topics

Create a map of the most traveled routes west before the railroad was constructed.

Describe the hardships people faced on the move west, on land and on sea.

Determine the benefits and liabilities that manifest destiny created.

How did the transcontinental railroad affect the settlement of the west?

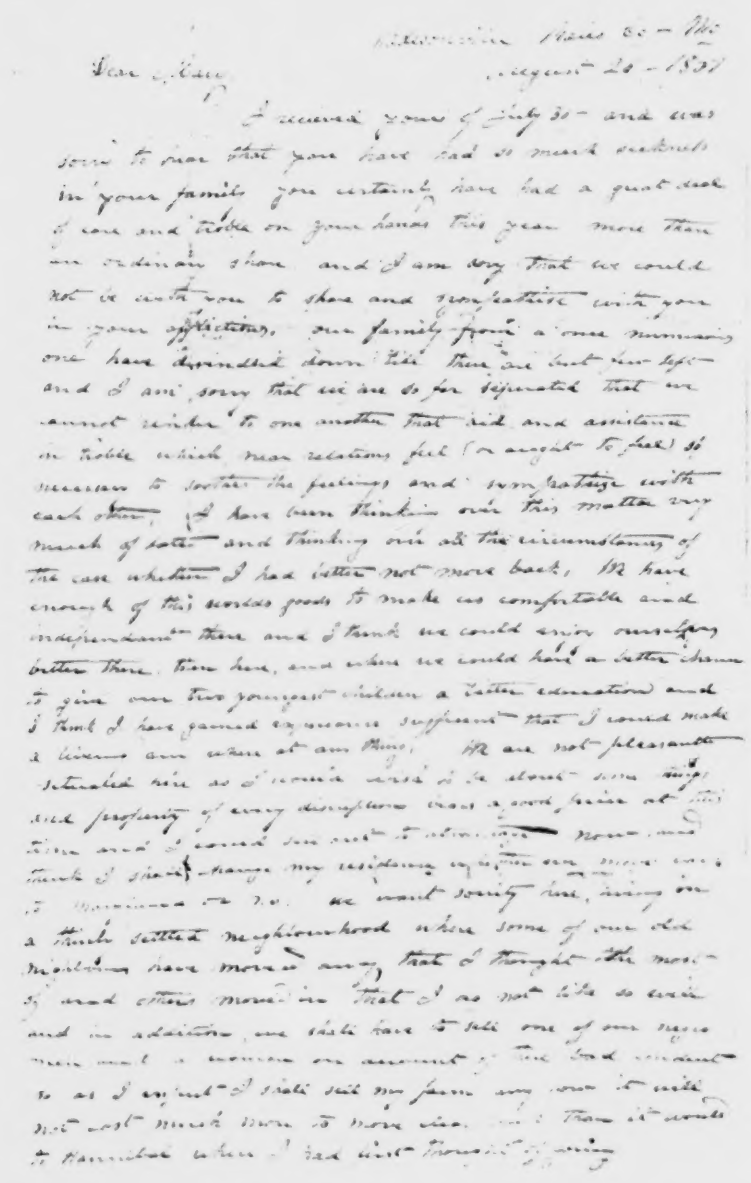
Investigate the Homestead Act.

How was American history affected politically, economically, and socially by this topic?

Medisonville Ralls Co – Mo

Dear Mary, *August 26 – 1851*

I received yours of July 30 – and was / sorry to hear that you have had so much sickness in your family you certainly have had a great deal of care and troble on your hands this year more than an ordinary share and I am sorry that we could not be with you to share and sympathise with you in your afflictions. our family from a once numerous one have dwindled down till there are but few left and I am sorry that we are so far separated that we cannot render to one another that aid and assistance in troble which near relations feel (or aught to feel) so necessary to soothe the feelings and sympathise with each other, I have been thinking over this matter very much of late and thinking over all the circumstances of the case whither I had better not move back. We have enough of this worlds goods to make us comfortable and independant there and I think we could enjoy ourselves better there, then here, and where we could have a better chance to give our two youngest children a better education and I think I have gained experience sufficient that I could make a living any where at any thing. We are not pleasantly situated here as I would wish to be about some things, and property of every discription bears a good price at this time and I could sell out to advantage now, and think I shall change my residence whether we move back to Maryland or no. We want society here, living in a thinly settled neighbourhood where some of our old nighbours have moved away, that I thought the most of and others moved in that I do not like so well and in addition, we shall have to sell one of our negro men and a woman on amount of there bad conduct so as I expect I shall sell my farm any how it will not cost much more to move him back than it would to Hannibal where I had first thought of going



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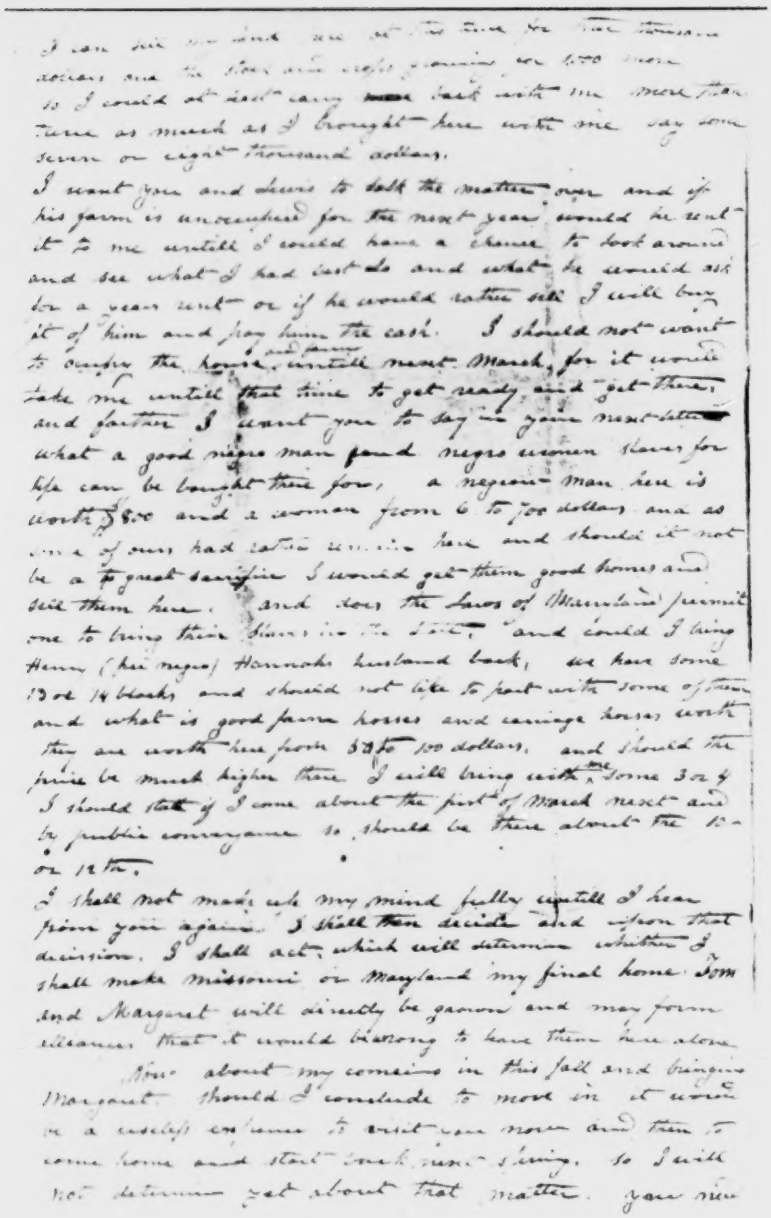

I can sell my land here at this time for three thousand dollars and the stock and crops growing for 1,000 more so I could at least carry back with me more than twice as much as I brought here with me say some seven or eight thousand dollars.

I want you and Lewis to talk the matter over and if his farm is unoccupied for the next year would he rent it to me untill I could have a chance to look around and see what I had best do and what he would ask for a year rent or if he would rather sell I will buy it of him and pay him the cash. I should not want to ocupy the house and farm untill next March for it would take me untill that time to get ready and get there, and forther I want you to say in your next letter what a good negro man and negro woman slaves for life can be bought there for, a negrow man here is worth $800 and a woman from 6 to 700 dollars and as some of ours had rather remain here and should it not be a to great sacrifice I would get them good homes and sell them here and does the Laws of Maryland permit one to bring their slave in the state, and could I bring Henry (free negro) Hannah's husband back, we have some 13 or 14 blacks and should not like to part with some of them and what is good farm horses and carriage horses worth they are worth here from 50 to 100 dollars, and should the price be much higher there I will bring with me some 3 or 4 I should start if I come about the first of March next and by public conveyance so should be there about the 10- or 12th.

I shall not make up my mind fully untill I hear from you again. I shall then decide and upon that decission. I shall act, which will determine whither I shall make Missouri or Maryland my final home. Tom and Margaret will directly be grown and may form alliances that it would be wrong to leave them here alone

Now about my comeing in this fall and bringing Margaret, should I conclude to move in it would be a uselefs expence to visit you now and then to come home and start back next spring. so I will not determine yet about that matter. you need

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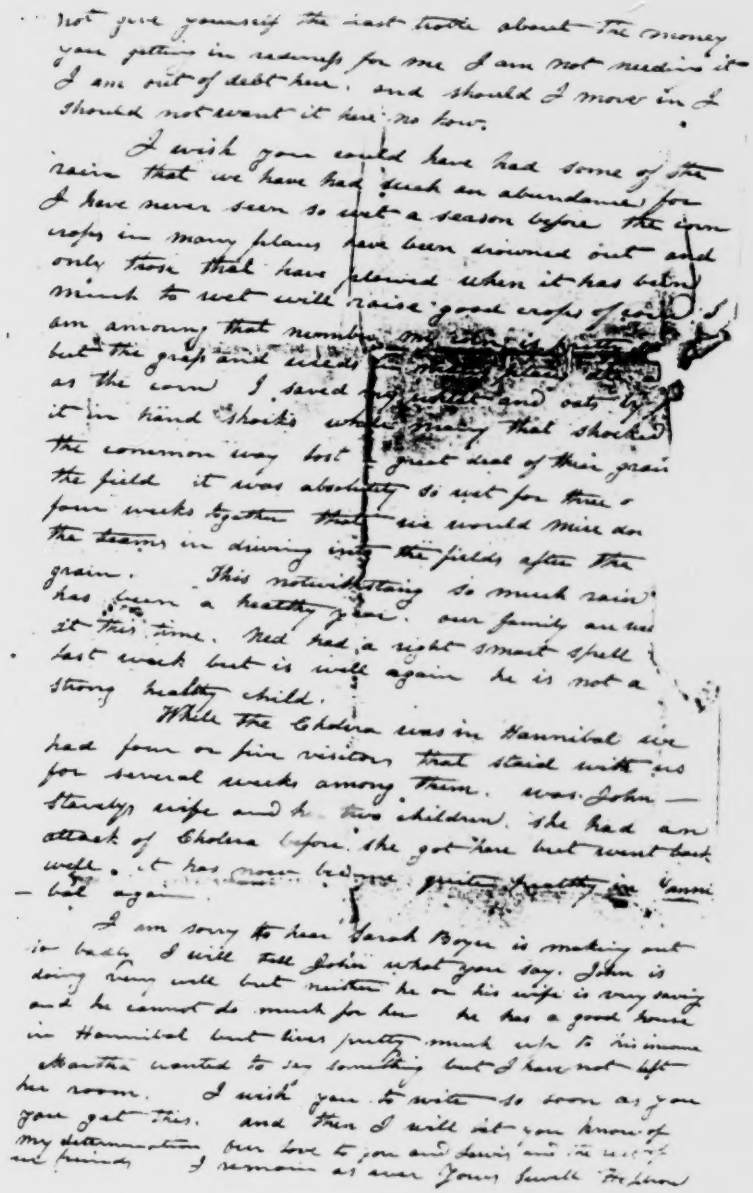

not give yourself the least troble about the money you getting in redinefs for me I am not needing it I am out of debt here, and should I move in I should not want it here no how.

I wish you could have had some of the rain that we have had such an abundance, for I have never seen so wet a season before the corn crops in many places have been drowned out and only those that have plowed when it has been much to wet will raise good crops of corn. I am amoung that member my corn is pretty good but the grafs and weeds in many places are a[s tall] as the corn I saved my wheat and oats by [putting] it in hand shocks while many that shocked the common way lost a great deal of their grain the field it was absolutely so wet for three & four weeks together that we would mire do[wn] the teams in driving into the fields after the grain. This notwithstaing so much rain has been a healthy year. our family are well at this time. Ned had a right smart spell last week but is well again he is not a strong healthy child.

While the Cholera was in Hannibal we had four or five visitors that staid with us for several weeks among them was John — Stavelys wife and her two children. She had an attack of Cholera before she got here but went back well. it has now become quite healthy in Hannibal again.

I am sorry to hear Sarah Boyer is making out so badly I will tell John what you say. John is doing well but neither he or his wife is very saving and he cannot do much for her he has a good house in Hannibal but lives pretty much up to his income Martha wanted to say something but I have not left her room. I wish you to write so soon as you you get this. and then I will let you know of my determination our love to you and Lewis and the rest of our friends I remain as ever Yours Sewell Hepbron

Note: The spelling, capitalization, and punctuation are Hepbron's.

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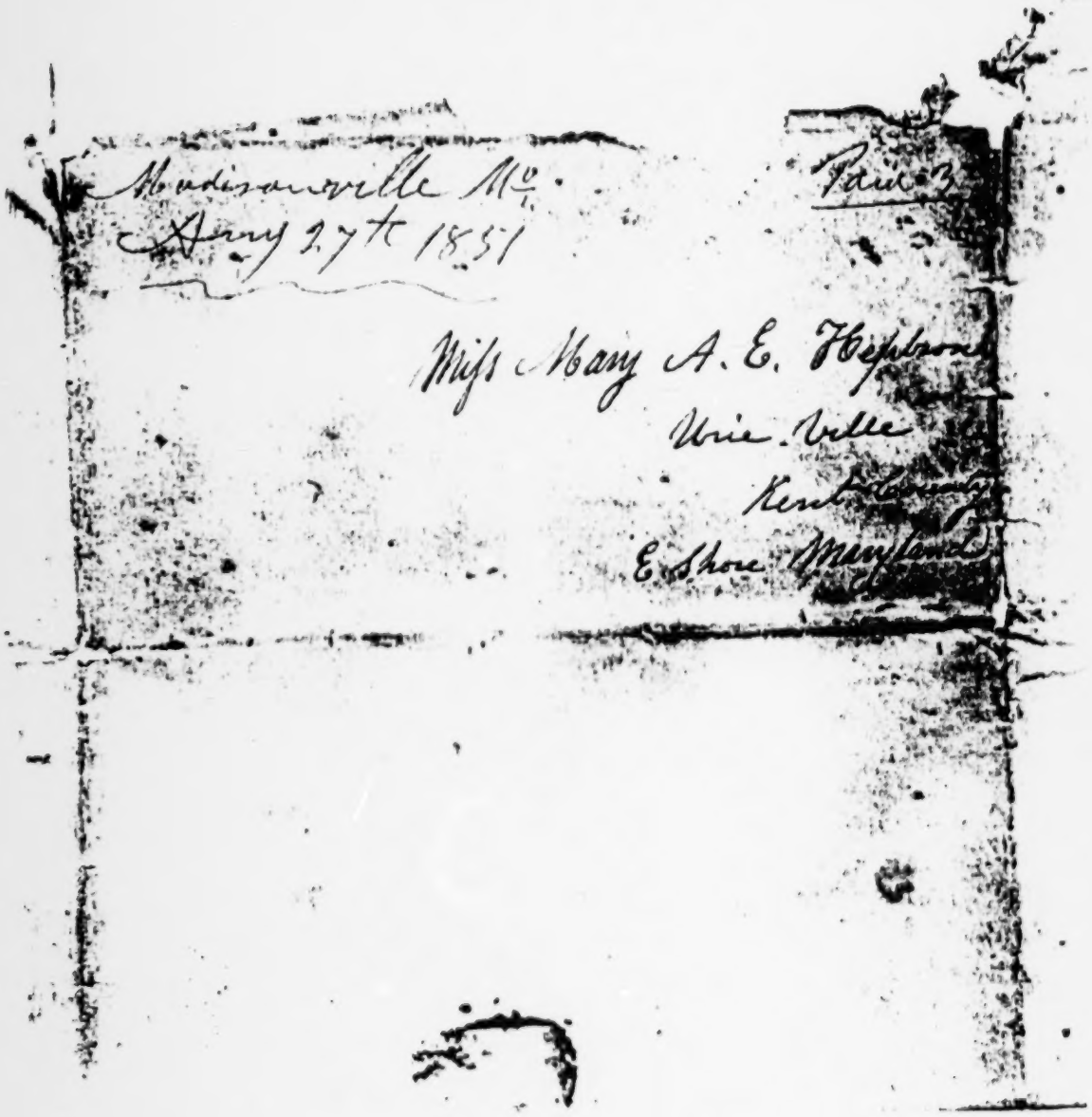
Madisonville Md.
Jany 27th 1851
Paid 3
Miss Mary A. E. Hopkins
Unionville
Kent County
E. Shore Maryland

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Primary Source #28 (Document)

Enmegahbowh, J. J. Letter to Miss Nelly G. Porter [9 August 1877]. Lucy Leigh Bowie Collection. MS 1755. Manuscript. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	A handwritten letter
Who?	From J. J. Enmegahbowh to Miss Nellie G. Porter
When?	August 9, 1877
Where?	An Indian Reservation
Why?	To tell about the experiences of the reservation's peoples

Description of the Source

This letter relates the experiences of a Native-American missionary in Minnesota writing to a Miss Davis and a Miss Porter. In a series of acts passed during the nineteenth century, thousands of Native Americans were "removed" from their lands and re-settled on reservations in Western territories. Some missionaries visited these reservations, seeking to convert the Native Americans to Christianity.

For More Information on Topics Explored by this Source, See

Garraty, John A. *The New Commonwealth, 1877–1890.* New York: Harper Torchbooks, 1998. Pp. 4–5, 18–20.

Research Topics

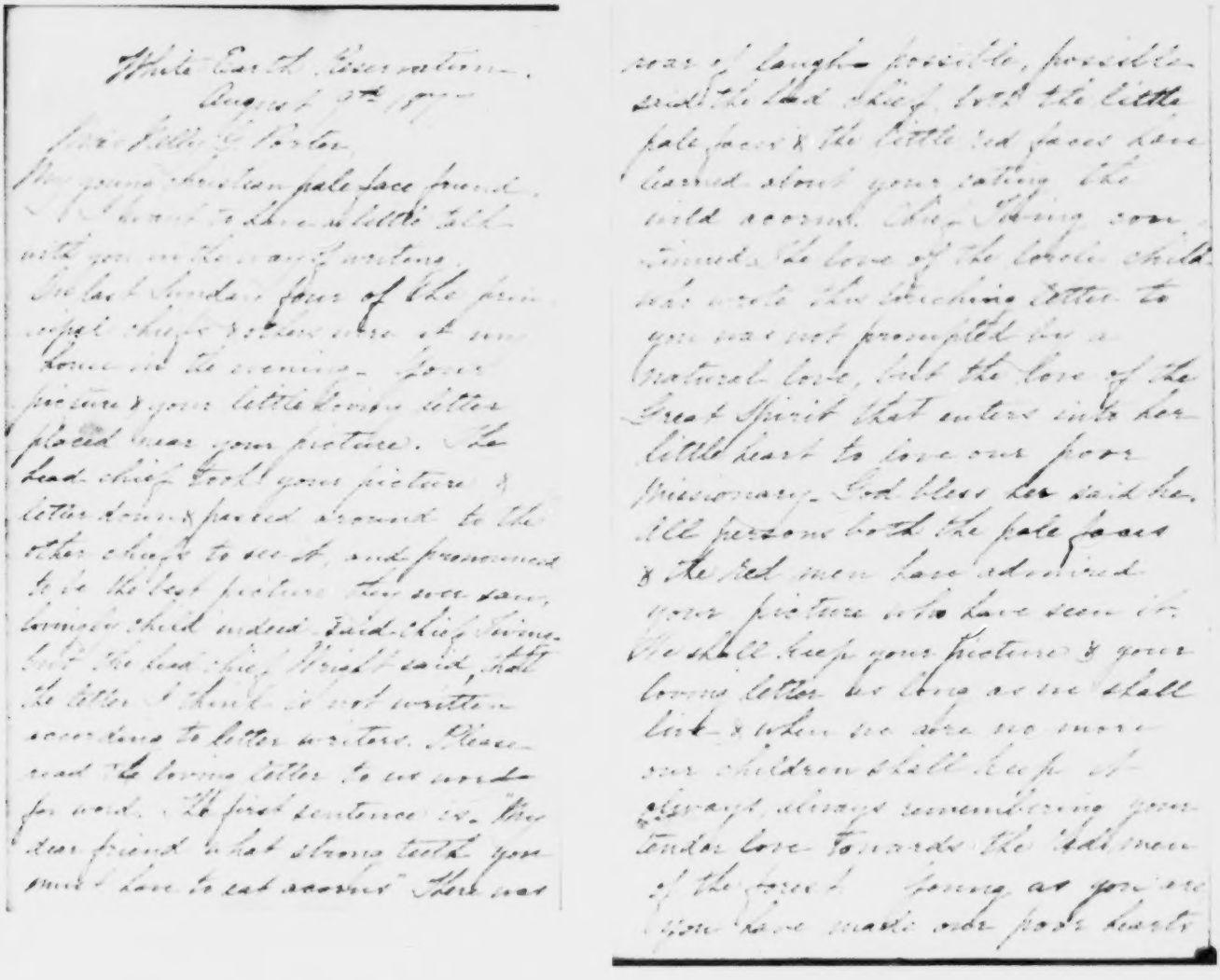
Investigate the purpose and impact of the Dawes Severalty Act.

Determine the role of progressivism in "Christainizing" the Indians of the American west.

Investigate how the relationship between western Indians and the federal government was reported in the Baltimore newspapers.

Describe the struggles of Native Americans in the United States during the nineteenth century.

How was American history affected politically, economically, and socially by this topic?



White Earth Reservation.
August 9th 1877.

Miss Nelly G. Porter,

My young Christian pale-face friend, I want to have a little talk with you in the way of writing. On last Sunday four of the principal chiefs & others were at my house in the evening. Your picture & your little loving letter placed near you picture. The head chief took your picture & letter down & passed around to the other chiefs to see it, and pronounced to be the best picture they ever saw, lovingly child indeed, said chief Twing— but the head chief Wright said, that the letter I think is not written according to letter writers. Please read the loving letter to us word for word. The first sentence is, "My dear friend what strong teeth you must have to eat acorns." There was roar of laugh possible, possible said the head chief, both the little pale faces & the little red faces have learned about your eating the wild acorns. Chief Twing continued. The love of the lovely child who wrote this loving letter to you was not prompted by a natural love, but the love of the Great Spirit that enters into her little heart to love our poor missionary. God bless her said he. All persons both the pale faces & the red men have admired your picture who have seen it. We shall keep your picture & your loving letter as long as we shall live & when we are no more our children shall keep it always, always remembering your tender love towards the red men of the forest. Young as you are you have made our poor hearts

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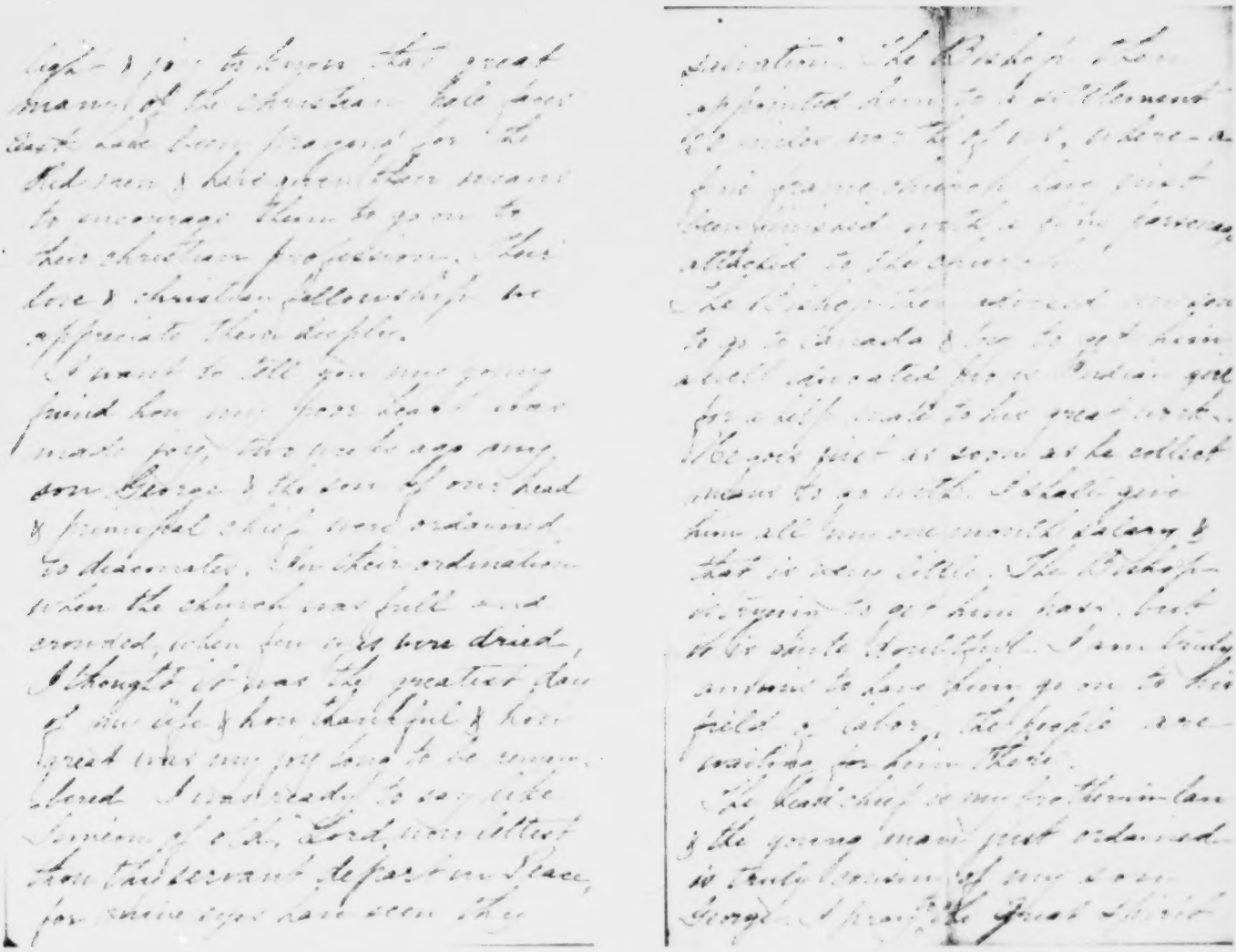

light & joy to know that many of the Christian pale faces East have been praying for the Red men & have given their means to encourage them to go on to their Christian profession. Their love & Christian fellowship we appreciate them deeply. I want to tell you my young friend how my poor heart was made joy, two weeks ago my son George & the son of our head & principal chief were ordained to diaconates [appointed deacons]. In their ordination when the church was full and crowded, when few eyes were dried, I thought it was the greatest day of my life & how thankful & how great was my joy long to be remembered. I was ready to say like Simeon of old, "Lord now lettest thou thy servant depart in Peace, for mine eyes have seen thy salvation." The Bishop then appointed him to a settlement 20 miles north of us, where a fine frame church have just been finished with a fine parsonage attached to the church. The Bishop then advised my son to go to Canada & try to get him a well educated pious Indian girl for a help mate to his great work. He goes just as soon as he collect means to go with. I shall give him all of my one month salary & that is very little. The Bishop is trying to get him pass, but it is quite doubtful. I am truly anxious to have him go on to his field of labor, the people are waiting for him there. The head chief is my brother-in-law & the young man just ordained is truly cousin of my son George. I pray to the Great Spirit

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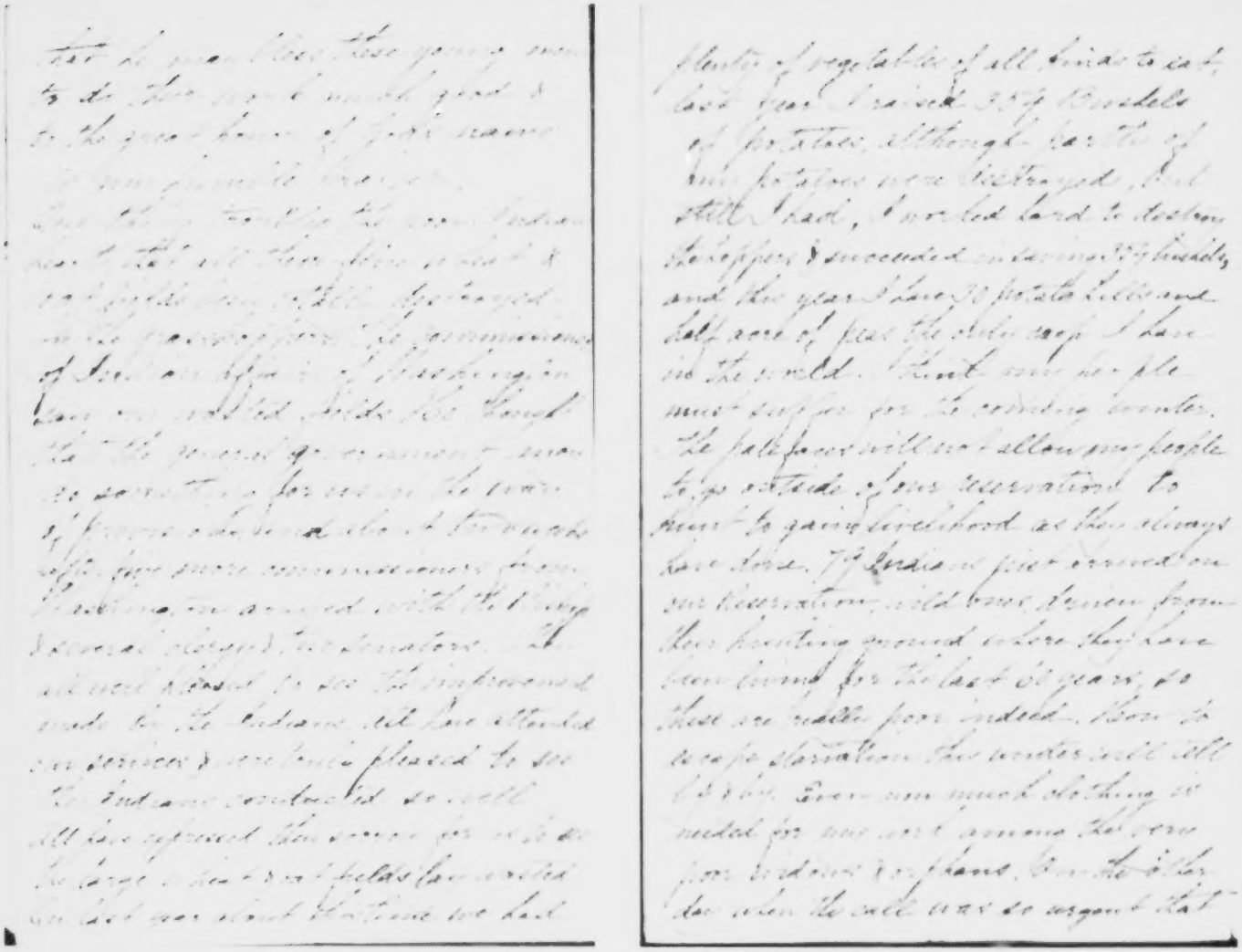

that he may bless these young men to do their work much good & to the great honor of God's name in my humble prayer. One thing troubles the poor Indian hearts, that all their fine wheat & oat fields have been totally destroyed by the grasshoppers. The commissioner of Indian affairs of Washington saw our wasted fields. He thought that the general government may do something for us in the way of provisions, and about two weeks after five more commissioners from Washington arrived with the Bishop & several clergy & two senators. They all well pleased to see the improvement made by the Indians. All have attended our services & were truly pleased to see the Indians conducted so well. All have expressed their sorrow for us to see the large wheat & oat fields lay wasted. On last year about this time we had plenty of vegetables of all kinds to eat, last year I raised 354 Bushels of potatoes, although partly of my potatoes were destroyed, but still I had, I worked hard to destroy the hoppers & succeeded in saving 354 bushels, and this year I have 30 potato hills and half acre of peas the only crop I have in the world. I think my people must suffer for the coming winter. The pale faces will not allow my people to go outside of our reservation to hunt to gain livelihood as they have always done. 79 Indians just arrived on our Reservation, wild ones, driven from their hunting ground where they have been living for the past 60 years, so these are really poor indeed. How to escape starvation this winter will tell by & by. Even now much clothing is needed for my work among the very poor widows & orphans. On the other day when the call was so urgent that

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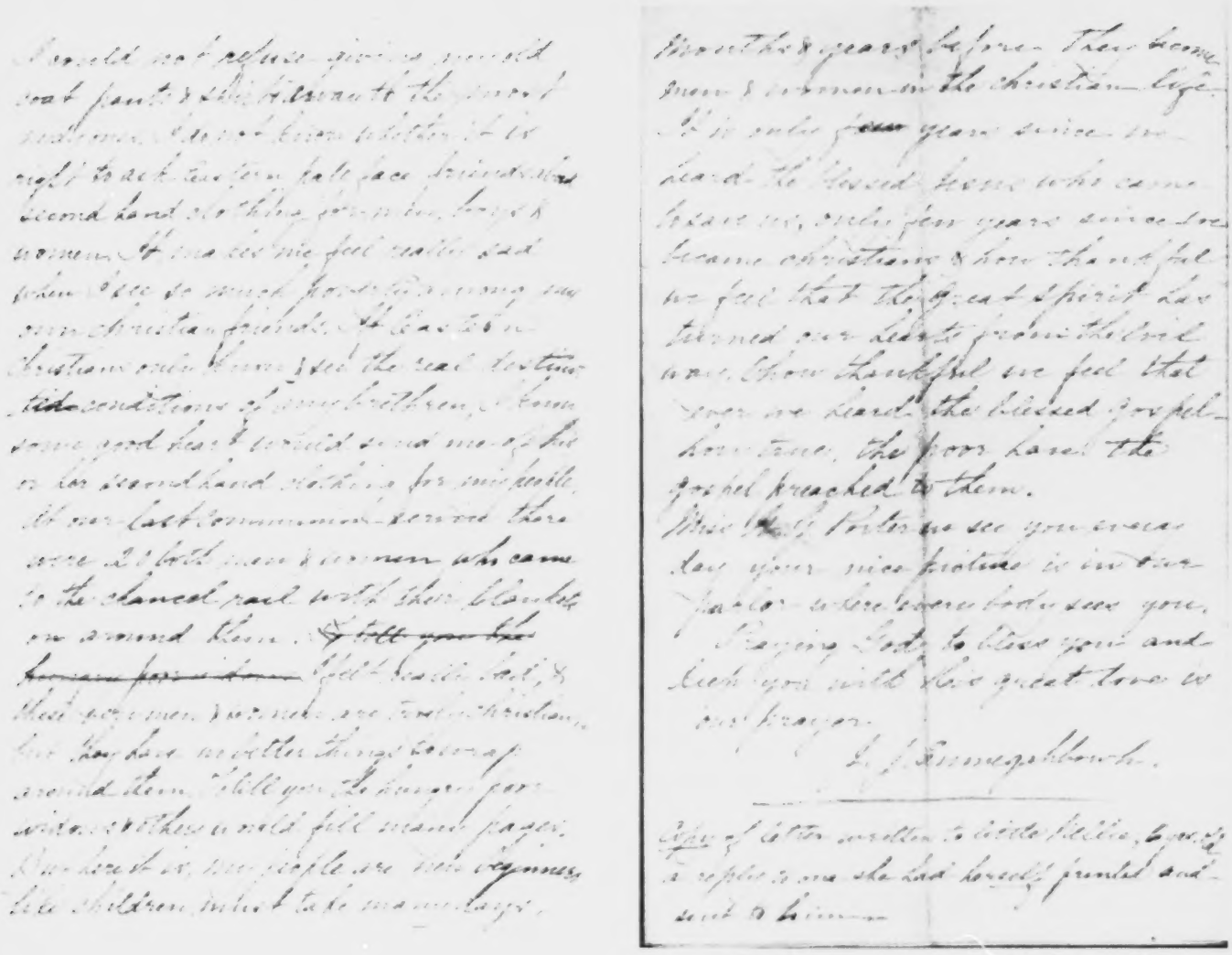

I could not refuse giving my old coat pants & shirts away to the most needy one. I do not know whether it is right to ask Eastern pale face friends about the second hand clothing for men, boys & women. It makes me feel really sad when I see so much poverty among my own christian friends. If Eastern christians only know & see the real destituted conditions of my brethren, I know some good heart would send me of his or her secondhand clothing for my people. At our last communions service there were 20 both men & women who came to the chancel rail with their blankets on around them. ~~I tell you the hungry poor widows~~ I felt really bad, & these men & women are truly christian, but they have no better things to wrap around them. To tell you the hungry poor widows & others would fill many pages. But here it is, my people are new beginners like children must take many days, months & years before they become men & women in the christian life. It is only few years since we heard the blessed Jesus who came to save us, only few years since we became Christians & how thankful we feel that the Great Spirit has turned our hearts from the evil way. O how thankful we feel that ever we heard the blessed gospel— how true, the poor have the gospel preached to them.

Miss N.G. Porter we see you every day your nice picture is in our parlor where every body sees you.

Praying God to bless you and keep you with His great love is our prayer.

J.J. Enmegahbowh.

Copy of letter written to little Nellie, 6 yrs. old a reply to one she had herself printed and sent to him.

Note: The spelling, capitalization, and punctuation are Enmegahbowh's.

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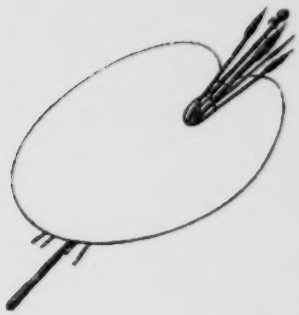
Primary Source #29 (Picture)



Pamphlet in Scrapbook [c.1914]. Nancy B. Wadell Girl Scout Collection. MS 2448. Document. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Pamphlet entitled, "Powders I have used"
Who?	Annie Oakley
When?	c. 1914
Where?	United States frontier
Why?	To advertise ammunition

Description of the Source

Annie Oakley's fame was from her ability as a markswoman. She assisted the family income by hiring herself out to customers and shot game, which was sold later at farmer's markets. After entering and winning a shooting contest, Oakley became involved in vaudeville and circus tours. The musical "Annie Get Your Gun" by Herbert and Dorothy Fields is based on Oakley's life.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 7, 133, 213.

Research Topics

Investigate the role of women in the western movement.

Determine the causes of and solutions to the lawlessness of the early western settlements.

How was the frontier of the west was both a positive and a negative part of the American experience.

Contrast the stylized images of the west as portrayed by Buffalo Bill Cody's Wild West Show and the realities of life on the frontier.

How was American history affected politically, economically, and socially by this topic?

POWDERS I HAVE USED
Annie Oakley in the Arena.
ANNIE OAKLEY USES SCHULTZE SMOKELESS POWDER FOR ALL SHOTGUN WORK
AND LESMOK (PARTLY SMOKELESS) IN ALL 22 CALIBRE AMMUNITION

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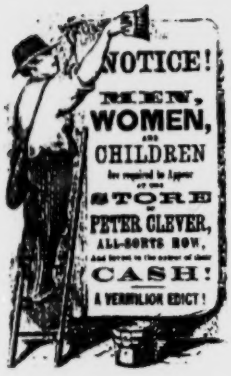
Primary Source #30 (Ad/Broadside)



Davis, John. "Baltimore Water Company [27 September 1808]." Broadside. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Contract for "Water-rent"
Who?	Baltimore Water Company
When?	September 27, 1808.
Where?	Baltimore, Maryland
Why?	To supply water to private homes in Baltimore.

Description of the Source

In the years after the Civil War, most of America remained rural and agricultural, but some entrepreneurs sought to establish businesses and industries. But the expansion of such industries as steel and manufacturing came at a cost. By the 1870s, heavy industry in Baltimore was dumping by-products into the Baltimore harbor and the Patapsco River, contaminating the water. In addition, the city had not yet developed a sewage or water purification system, with the result that human waste could contaminate ground water supplies. Eventually, advances in public health and hygiene promoted clean water for cooking, drinking, and bathing, and as a means of preventing contagious disease. By the end of the 1880s, municipal agencies were established to clean and filter the water supply, and separate storm and sewage pipes were constructed beneath the city. In 1909, a sewage treatment facility was established.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 63, 202–3, 330, 363, 391–92, 412, 538–39, 543, 634–35.

Research Topics

Graph the rise in urban population throughout the nineteenth century.

Investigate how the city of Baltimore improved public works to accommodate the rapid rise in population at the end of the nineteenth and the beginning of the twentieth centuries.

What health concerns were a direct result of city life?

How was American history affected politically, economically, and socially by this topic?

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S. DOBBIN & MURPHY—Print.

BALTIMORE WATER COMPANY.

The PRESIDENT *and* DIRECTORS *of the* WATER COMPANY, *considering the necessity of a mutual understanding between all persons supplied with water from their works, and themselves; have agreed, that the following* RULES *and* REGULATIONS *must be strictly complied with—therefore have*

RESOLVED—The President and Directors will cause to be furnished a regular supply of water for the use of One Family No 21 Second Street North side for the annual sum of Ten Dollars & fifty Cents ——— which must be paid in advance half yearly, on the 1st day of January, and the first day of July, at the Office of the Water Company.

That no deduction in Water-Rent can be allowed when the water is stopped in the pipes of conduit for the purpose of repairs, alteration, &c. unless the stoppage exceeds three days at any one period.

Every person on applying for water, must pay in advance the sum of *Ten Dollars*, whenever the supply-pipe is laid, and an account of the expences thereof, and the water-rent up to the next half-yearly day of payment is furnished—payment must be made of the balance at the Company's Office, within three days after the said account is thus furnished, under the penalty of the stoppage of the water, and the loss of the ten dollars advanced; and the Company must have the liberty to enter into the premises, take up and remove, if they chuse to do so, all pipes, &c.

No person who is, or shall be supplied with water, is on any account to admit water to be drawn and carried from their pipes or hydrant, for any purpose, except for the use of their own families—nor wilfully to draw and waste the water, under the penalty of having the supply stopped, which cannot again be returned without a new application to the Company, and the payment of a fine of *Five Dollars* at the time of applying.

If any rented house supplied with water should at any time for a period not less than three months, be vacant, and not occupied, the owner by giving a statement of the same to the office of the Company, shall have the amount of the water-rent deducted during the said period.—All owners of property must be accountable to the Company for water-rent, and not the tenant.

It is therefore understood and agreed, that after the signing to the aforesaid *Rules* and *Regulations* by the parties, it shall be binding on each other to the full intent and meaning thereof.

In witness whereof, I have hereunto set my hand, this Twenty Second day of September 1808.

Wm Davis Lt. Wtr Co

Primary Source #30
Special Collections Department
Maryland Historical Society

Encountering Maryland's Past, Volume 3: Frontiers in History
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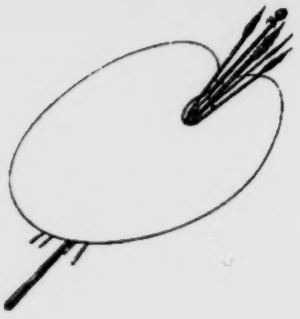

"Hussey's Reaping Machine [1838]." Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Reaping machine
Who?	Obediah Hussey, a farmer and inventor
When?	1838
Where?	Maryland
Why?	To increase harvesting production

Description of the Source

In the mid-nineteenth century, Maryland farmers grew flax and grain crops. Along with tobacco, which had been cultivated throughout the eighteenth century, these crops formed the basis for a profitable and expanding economy. But crop harvesting was still a slow, labor-intensive business. Tench Tilghman, a prominent landowner, encouraged inventor and farmer Obediah Hussey, to invent a reaper that would rival that of Cyrus McCormick. Hussey took the challenge, and created a reaper capable of harvesting a minimum of seventy-five acres in less than five days. It soon became a contender against McCormick's model. At the same time, agricultural production was further enhanced by the expansion of rail, canal, and roadways, permitting the distribution of farm products to more distant markets.

For More information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 208–9.

Research Topics

Research major agricultural inventions of the nineteenth century.

Explain the short-term and long-term effects of the cotton gin on southern agriculture.

Investigate how new technologies were promoted and sold to the public in the nineteenth century.

How did patents make technological and scientific change possible?

How was American history affected politically, economically, and socially by this topic?

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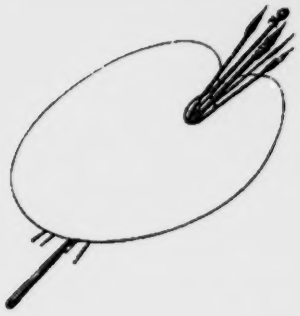
Primary Source #32 (Picture)



"Union Railroad Depot Elevators [1874]." Z24.1393. Lithograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Grain elevators
Who?	The Canton Companies, and the Northern Central and Pennsylvania Railroad Companies
When?	1874
Where?	Canton area, Baltimore, Maryland
Why?	To provide storage of grain for markets

Description of the Source

Canton was born from the sale of the O'Donnell country estate, and its railways and shipyards quickly made Canton an important market for Maryland products, as well as the site for the sale and transport of products to other markets. By the 1870s and 1880s, large grain elevators were being built since wheat production had climbed from 3 million bushels in 1870 to 36 million in 1880; corn to 16 million in 1880 from half that in 1870. Soon, Canton became an industrial area with warehouses, canning and bottling plants, forges, and refineries. Canton Co., which helped build this area, also helped lay out streets and avenues both in Canton and Highlandtown, and offered housing to employees.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 313–14, 352.

Research Topics

How did the extensive rail system of the North help the Union during the Civil War?

Investigate the relationship of the federal government and the railroad in the nineteenth century.

How did innovations in transportation foster the growth of specialized industry?

Determine how different modes of transportation have combined to influence economic growth.

Why were standard gauge and time zones instituted nation-wide in the nineteenth century?

How was American history affected politically, economically, and socially by this topic?

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Primary Source #33 (Document)

"Compilation of phrenology [1889]." PAM 606. Pamphlet. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Pamphlet of phrenology information
Who?	Phrenologists
When?	1889
Where?	Maryland
Why?	To provide a brief sketch of the science of phrenology

Description of the Source

Phrenology was a popular and curious "science" in nineteenth-century America. The theory posited that the bumps and hollows of the human cranium could infer the emotional and mental characteristics of the individual. Johann Caspar Spurxheim was a promoter of this pseudo-science, and he asserted that he could predict a person's personality and temperament by "reading" the skull. Soon, however, advances in science and development of the field of psychiatry would cause phrenology to fall out of favor, and interest in the practice declined.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 146, 171, 412, 413.

Research Topics

What effect did the acceptance of the Phrenology theory have upon medicine and society?

Research medical theories and beliefs of the late nineteenth century that are no longer practiced or accepted.

Determine the impact of progressivism on medical knowledge and practice.

How was American history affected politically, economically, and socially by this topic?

INTRODUCTORY OBSERVATIONS.

PHRENOLOGY (derived from two Greek words, *Phren*, mind, and *Logos*, discourse) treats of the faculties of the Human Mind, and of the organs by means of which they manifest themselves; but it does not enable us to predict actions.

FUNDAMENTAL PRINCIPLES.

I. The brain is the organ of mind; that is, it is the instrument without which no mental power can be exhibited in this life.

Proofs.

1. *Consciousness* localises the mind in the head.
2. The proposition is admitted by Dr. Cullen, Dr. Gregory, Blumenbach, Magendie, Bell, and all eminent Physiologists.
3. There are no manifestations of the mental faculties, without the existence of a brain.
4. The natural manifestations are imperfect in the same ratio that the brain is defective, which may be noticed in many individuals, who have been idiotic from birth.
5. If the brain is very large, and in a healthy state, the mental powers are very energetically manifested.
6. As the brains of individuals increase or diminish, so also do the faculties of their minds in the same proportion.
7. The manifestations of mind always bear a relation to the perfection of the cerebral mass.
8. A violent blow on the head, or a pressure of blood or any other fluid upon the brain, produces insensibility.
9. Opium, or any other poison, by acting on the brain, suspends the operation of mind.

II. The mind is a plurality of faculties and the brain a congeries of organs.

Proofs.

1. All the mental powers are not equally developed at the same time.
2. Different faculties are stronger in some individuals than in others.
3. In dreams some faculties are active, while others are dormant, as may easily be demonstrated in the case of sleep-walkers.
4. It recollects some things much better than others.
5. It experiences rest from fatigue, by a *change* of studies.
6. Partial genius. 7. Partial insanity. 8. The recorded effects of partial injuries of the brain.
9. The authority of Haller, Foderé, Bell, and many other distinguished Physiologists.
10. *Analogy*. Different functions in the body have always different organs: there are nerves for motion; other nerves for sensation; other nerves for touch, taste, smell, hearing and sight.

III. The *condition of the organs* exercises an influence on the manifestations of the mind. These conditions are, 1st, size; 2nd, temperament; 3d, age; 4th, health; and 5th exercise.

Phrenologists conclude that size, *other conditions being equal*, is a measure of power in the manifestations; that is to say, that if age, health, exercise and temperament be *equal* in two individuals, but if in one of them the mental organs be *small*, and in the other *large*, the latter will manifest the mind most powerfully.

IV. The form of the exterior or outside of the head, enables us to ascertain what is the form and size of the brain, and of each particular portion of it contained within — while the health, &c. can be easily determined by other external indications.

TEMPERAMENTS.

The quality or constitution of the brain partakes of that of the body generally, and this is indicated by the temperaments. There are four temperaments. First, the *lymphatic*, distinguishable by roundness and softness of the muscular system, fair hair, a pale clear skin, and a hazy sleepy eye. It is accompanied by slow and

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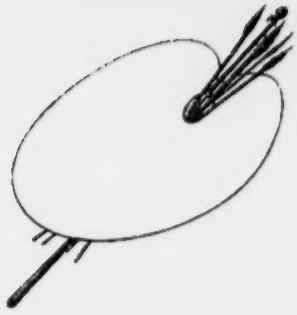
Primary Source #34a (Picture)



"Electric Wire laid under Howard Street [1901]." Z24.376. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Lying of electrical wires in the city
Who?	Electric company workers
When?	1901
Where?	Downtown Baltimore, Maryland
Why?	To provide electricity to offices, industries, and homes

Description of the Source

With the invention and the widespread use of the incandescent light bulb, and the opening of the first commercial power station in 1882, Baltimore was soon able to provide its citizens with electricity. By the early 1880s, Baltimore streets featured street lamps, furnished by the United States Electric Company, on Pratt Street, the main municipal provider of electricity at the time, and later by the Brush Electric Light Company. Soon, power was supplied to all businesses and many homes for the price of twenty-five cents per kilowatt-hour of service.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 396–97, 427–34.

Research Topics

In what ways has technological development influenced the American consumer?

Investigate the public's reaction to electricity.

How was electricity generated in the early twentieth century?

What was electricity's effect upon daily life?

Determine the impact of electricity on the economy.

How was American history affected politically, economically, and socially by this topic?

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Maryland Historical Society

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Primary Source #34b (Document)

"The Baltimore Gas and Electric News [January 1913]." MAP.B175. Chart. 38. History and Genealogy Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Newsletter from the utility company
Who?	Baltimore Gas and Electric, Co. (BGE)
When?	January 1913
Where?	Baltimore, Maryland
Why?	To illustrate the exponential growth of electricity demand

Description of the Source

With the invention and the widespread use of the incandescent light bulb, and the opening of the first commercial power station in 1882, Baltimore was soon able to provide its citizens with electricity. By the early 1880s, Baltimore streets featured street lamps, furnished by the United States Electric Company, on Pratt Street, the main municipal provider of electricity at the time, and later by the Brush Electric Light Company. Soon, power was supplied to all businesses and many homes for the price of twenty-five cents per kilowatt-hour of service.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 396–97.

Research Topics

In what ways has technological development influenced the American consumer?

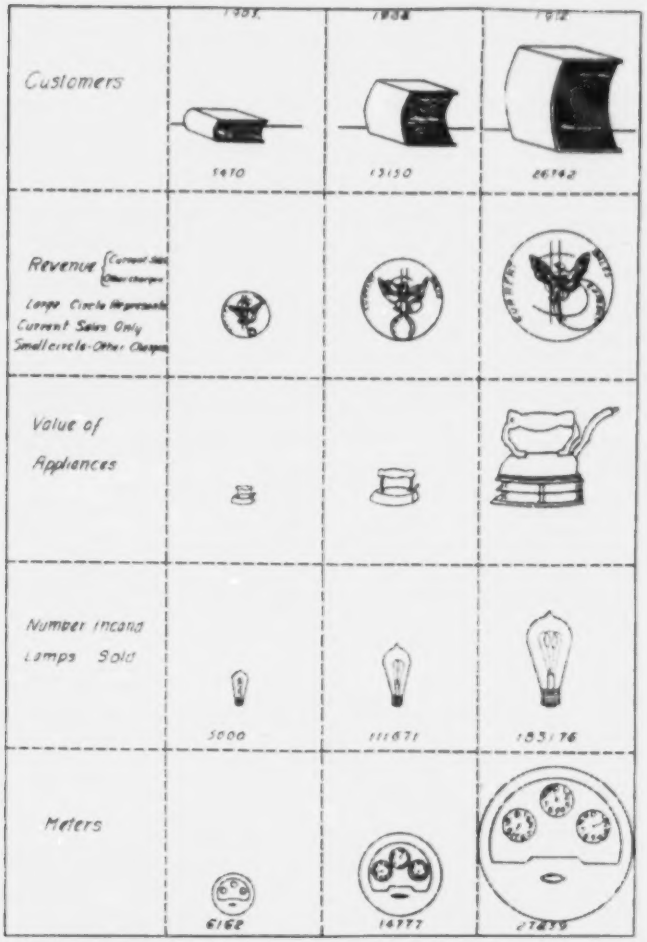
Investigate the public's reaction to electricity.

How was electricity generated in the early twentieth century?

What was electricity's effect upon daily life?

Determine the impact of electricity on the economy.

How was American history affected politically, economically, and socially by this topic?



GRAPHIC CHART SHOWING SOME CONDITIONS OF GROWTH IN THE ELECTRIC DIVISION WHICH HAVE BEEN TAKEN CARE OF IN THE ELECTRIC BOOKKEEPING DEPARTMENT SINCE JANUARY 1, 1903, WHEN THE COMPANY WAS JUST RECOVERING FROM THE EFFECTS OF THE GREAT FIRE OF FEBRUARY, 1904

Primary Source #34b
MAP.B175
Maryland Historical Society

Encountering Maryland's Past, Volume 3: Frontiers in History
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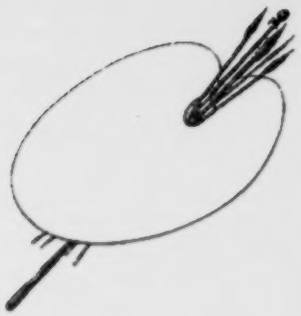
Primary Source #35 (Picture)



"Johns Hopkins Hospital operating room [1904]." Z24.414. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Surgical operating room and teaching amphitheater
Who?	Surgical doctors and nurses
When?	1904
Where?	The Johns Hopkins University Medical School
Why?	To use surgical amphitheaters as teaching classrooms

Description of the Source

During the late 1870s and 1880s, higher education was seen as a way to promote one's intellectual interests and efforts, and medicine became a profession for the upper class, white male. Upon his death in 1873, Johns Hopkins, a Baltimorean philanthropist, left over $7 million for his trustees to build a university and a hospital in his name. The Johns Hopkins University focused on graduate studies, and implemented the German tradition of teaching through seminars and discussion. The hospital opened in May 1889, focusing on medical schooling, microscopic sciences, pathology, biology, and surgery. Surgical studies were taught to students by them viewing surgical doctors and nurses in the surgical amphitheater, one of the first in the United States.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 381–82.

Research Topics

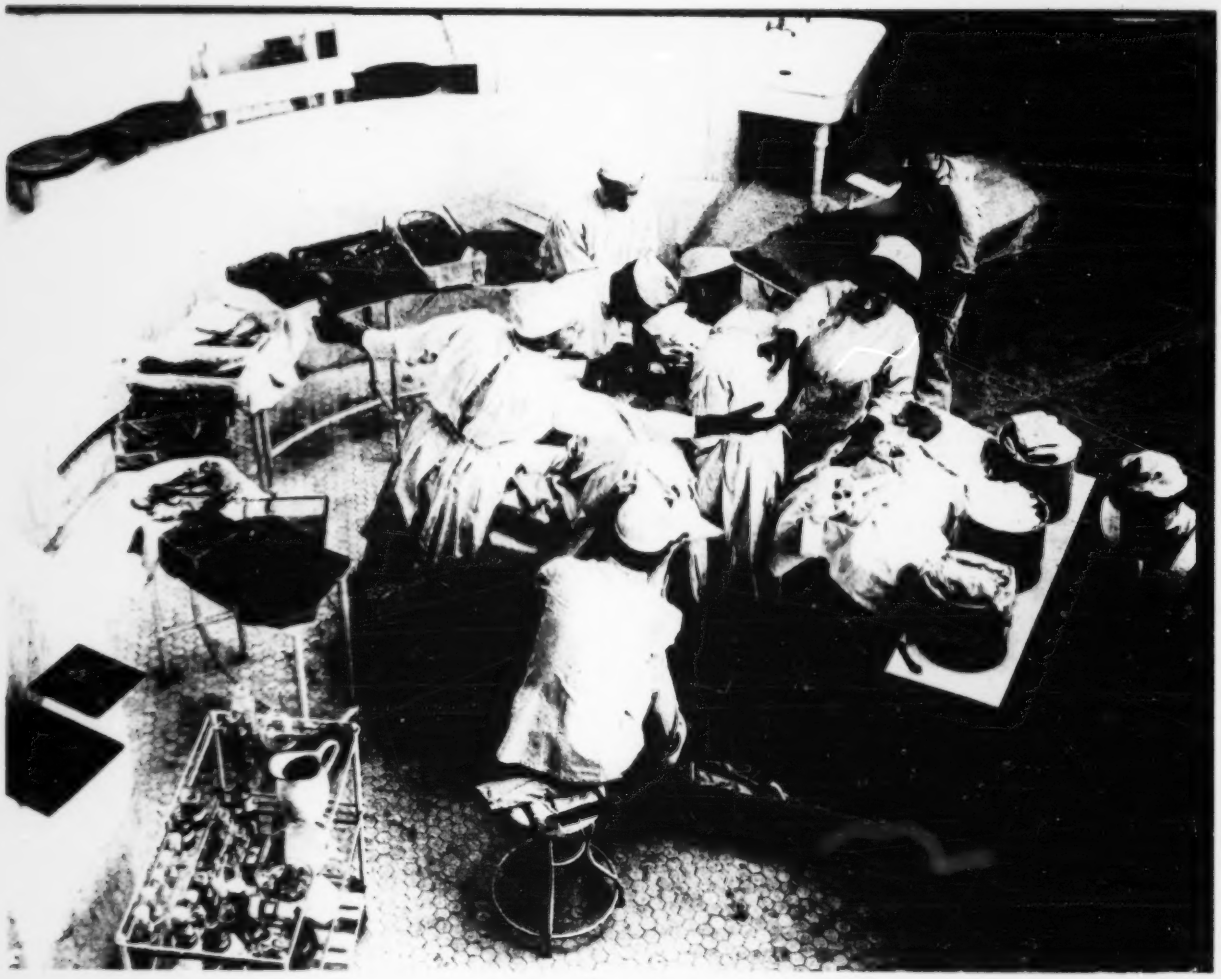
Determine the impact of Johns Hopkins Hospital on the economy of Baltimore.

What was the role of Johns Hopkins Hospital during the great influenza epidemic of 1918?

Trace the history of the medical school at Johns Hopkins.

Investigate the achievements, innovations, and "firsts" of Johns Hopkins Hospital.

How was American history affected politically, economically, and socially by this topic?



Primary Source #35
Special Collections Department
Maryland Historical Society

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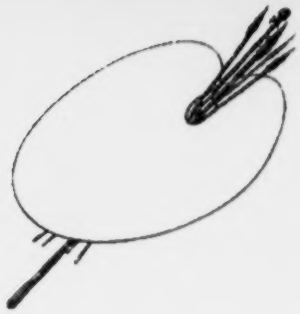
Primary Source #36 (Picture)



"Baltimore, Severn Park and Annapolis Railway [c.1910]." Z24.577. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Electric trolley line
Who?	Baltimore and Annapolis Railway Companies
When?	c. 1910
Where?	Baltimore and Annapolis, Maryland
Why?	To expand transportation to outlying suburbs

Description of the Source

Beginning with the 1860s, railways were being laid outside of major cities in order to open up new markets, and to bring people into the city for work and recreational activities. Thomas Scott, then president of the Pennsylvania Railroad, took the opportunity in southern Maryland and along the bay areas to provide railway connections. By the 1880s, with electricity supplied by the Brush Electric Light Co., electric trolley lines began to appear in the city, and to the suburbs, which enabled more people to travel to town for work, cultural and recreational activities.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 306–7.

Research Topics

What role did mass transit play in urban development?

Determine how the automobile affected urban areas in the early twentieth century.

Investigate trolley routes to determine their relationship to more current forms of transportation.

How was American history affected politically, economically, and socially by this topic?

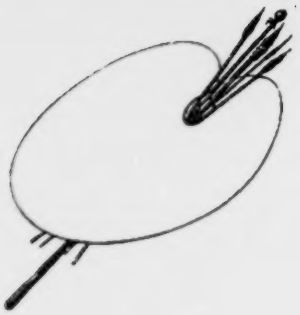
Baltimore, Severn Park and Annapolis Railway.

A Synopsis of its Prospects, Location and its Stock as an Investment Security.

PRINCIPAL OFFICE, 603 FIDELITY BUILDING,
N. W. COR. CHARLES & LEXINGTON STS.

BALTIMORE, MD.

Primary Source #37a (Picture)



"Cave-in over old city sewer on Monument Street [20 January 1914]." Baltimore Sewerage and State Roads Commission Construction Projects Collection.

PP165.111. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	City street sewer
Who?	City laborers
When?	January 20, 1914
Where?	Monument Street, Baltimore, Maryland
Why?	To replace parts of caved-in roadway

Description of the Source

With rapid urban population growth at the end of the nineteenth century, clean water management became a major problem. In the early 1880s, commissions were established in Baltimore to study the water situation; they recommended that separate storm and sewage pipes be installed in the city. As a result, bond issues concerning water treatment were proposed, and city voters supported the construction of sewage and water treatment systems.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 146, 391–92, 418, 428–31.

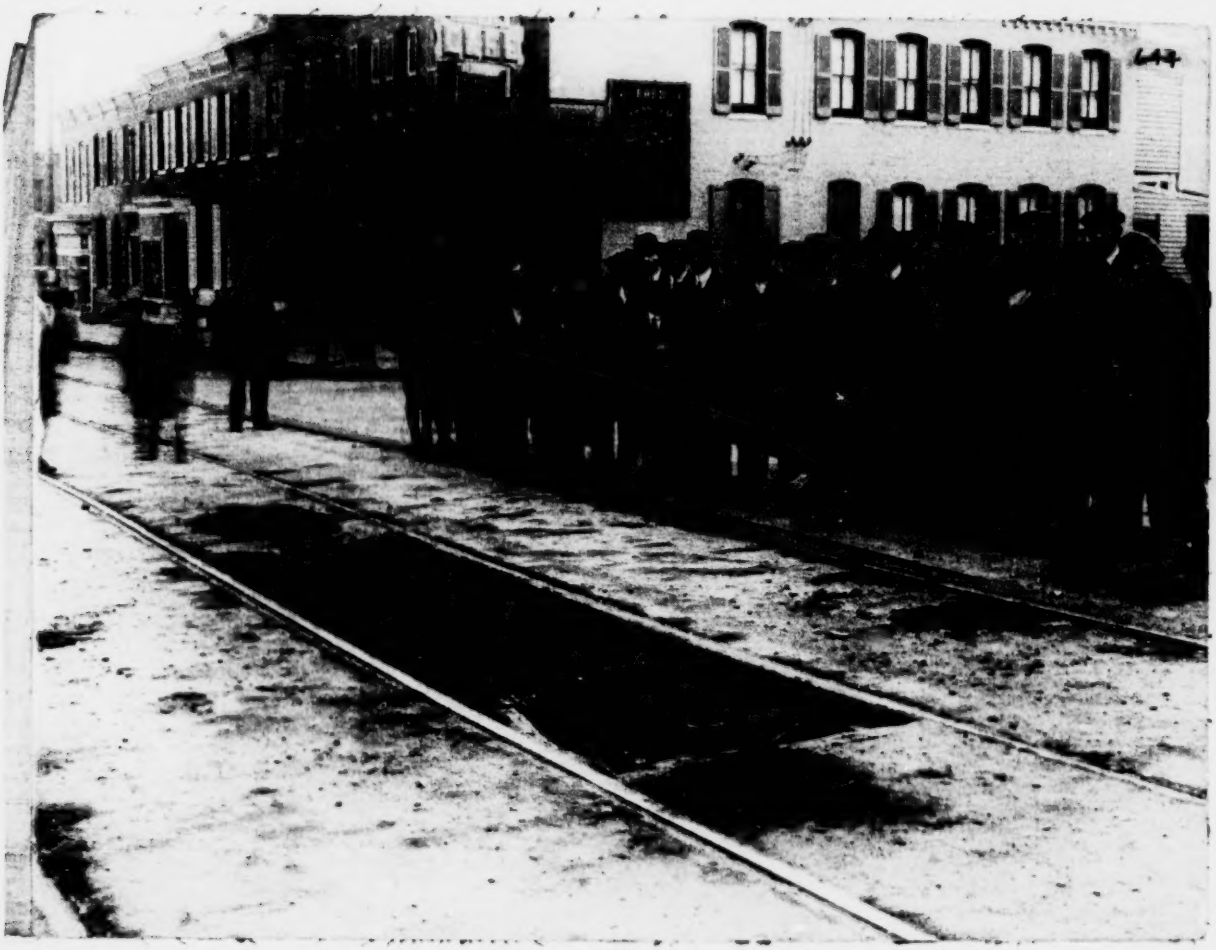
Research Topics

How did the spoils system contribute to corruption in city departments of public works?

Investigate the impact of the Great Baltimore Fire on the construction of the sewer system.

What developments in water treatment helped to improve the quality of the Chesapeake Bay?

How was American history affected politically, economically, and socially by this topic?



Primary Source #37a
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Maryland Historical Society

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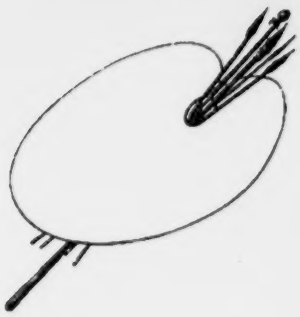
Primary Source # 37b (Picture)



"Inspection tour of the new Baltimore Sewers before opening [unknown]." Z24.211. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	City inspection
Who?	Baltimore city government officials
When?	Unknown
Where?	Baltimore, Maryland
Why?	To inspect completed city sewer system

Description of the Source

With rapid urban population growth at the end of the nineteenth century, clean water management became a major problem. In the early 1880s, commissions were established in Baltimore to study the water situation; they recommended that separate storm and sewage pipes be installed in the city. As a result, bond issues concerning water treatment were proposed, and city voters supported the construction of sewage and water treatment systems.

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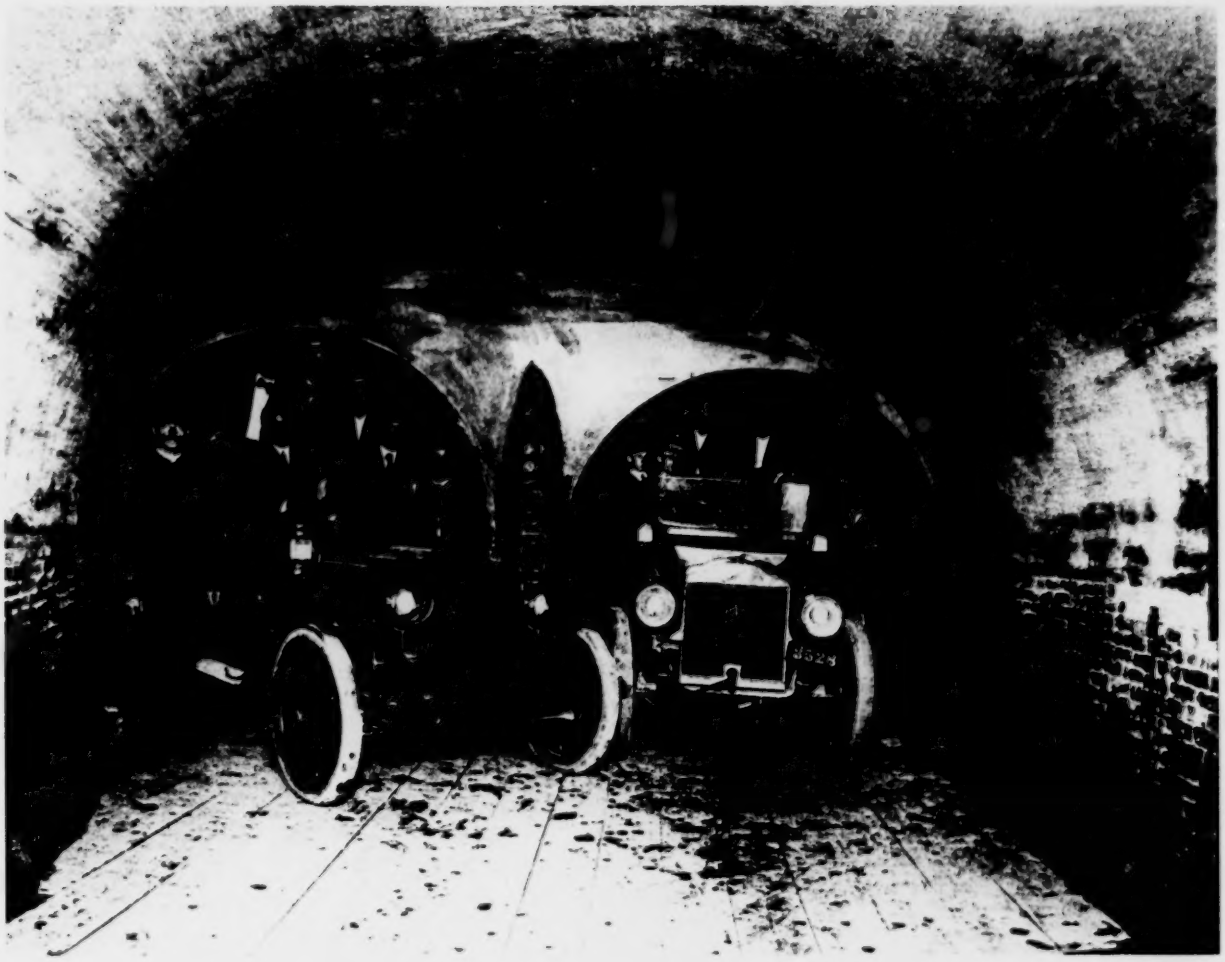

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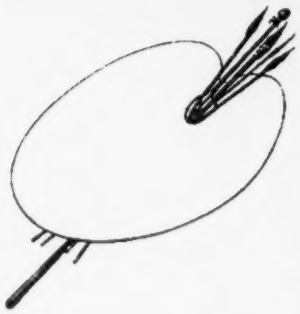
Primary Source #38a (Picture)



"Woman operating drill press, Fairchild Aircraft [1941–45]." War Records Collection. Z24.1600. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Aircraft machinists
Who?	Women civilians
When?	1941–1945
Where?	Home front, Maryland
Why?	To fill jobs for industrial production for the war machine

Description of the Source

At the time of the bombing of Pearl Harbor, American's military industry and industrial strength was not fully developed. Some companies had been building ships for the Lend-Lease Agreement, but beginning with the Blitzkrieg and the bombing at Pearl Harbor, the war also turned into an air war. America's supply of aircraft and skilled workers was seriously lacking. Fairchild Aircraft in Hagerstown, Maryland was commissioned in 1940 by the War Department to begin building military training planes. Fairchild's competitors included the Glenn L. Martin Co. who developed the B26 light bomber. The war brought women into the workplace, especially in heavy industries that produced aircraft parts and planes. Women enthusiastically learned new skills, and many of these women served "Victory Shifts," double shifts in order to increase production and output, all for the war effort.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 457–59, 537–38, 542.

Research Topics

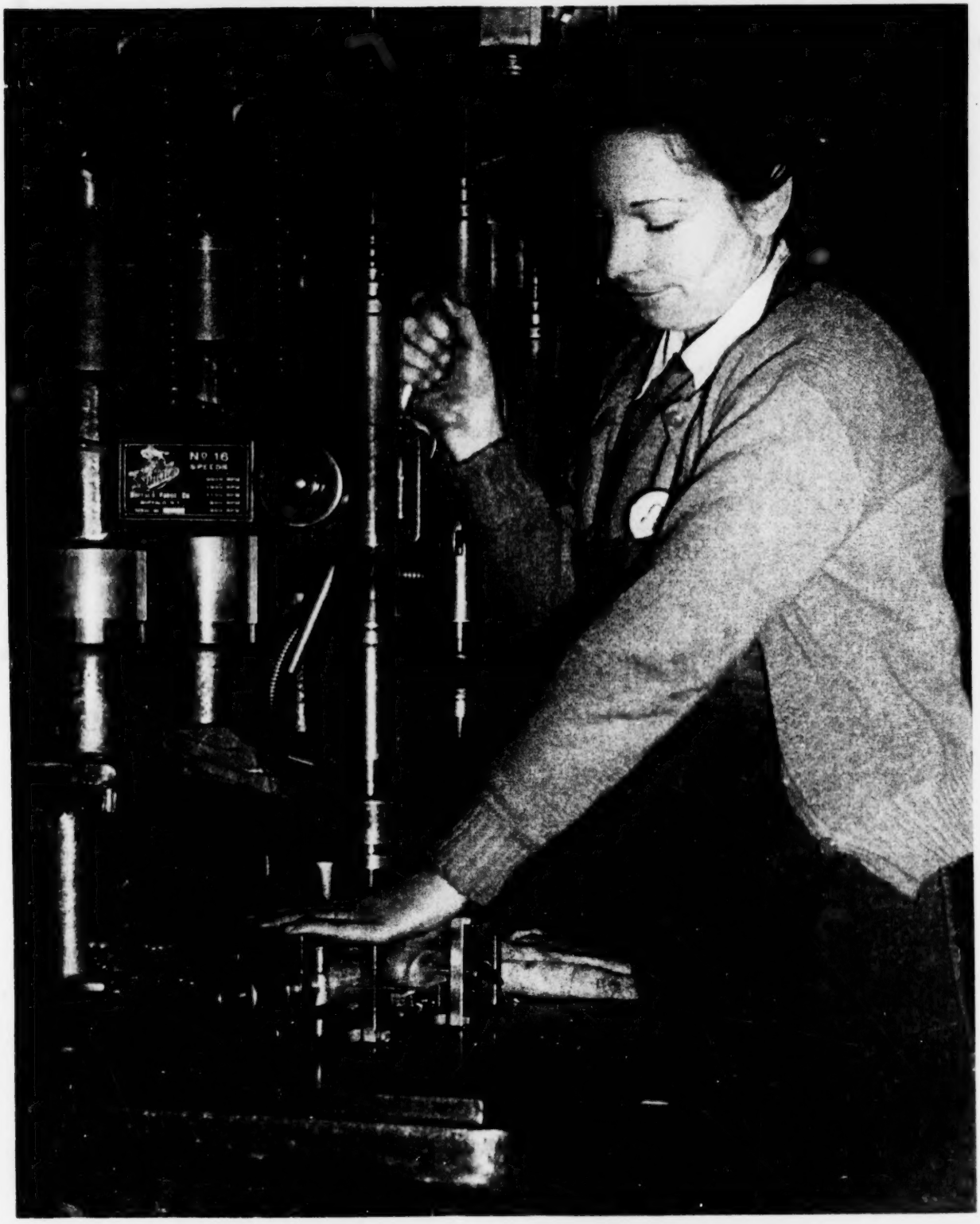
Determine the economic relationship of WWII to the Depression.

Investigate the ways in which the work force in Baltimore mobilized to produce goods for WWII.

What impact did the end of the war have on opportunities for women in the world of work?

How did recycling affect daily life during WWII?

How was American history affected politically, economically, and socially by this topic?



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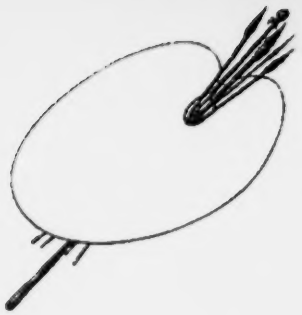

"Fairchild Aircraft [1941–45]." War Records Collection. Z24.1436. Photograph. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Aircraft assembly lines
Who?	Fairchild Aircraft Co.
When?	1941–1945
Where?	Hagerstown, Maryland
Why?	To provide industrial production for the war machine

Description of the Source

At the time of the bombing of Pearl Harbor, American's military industry and industrial strength was not fully developed. Some companies had been building ships for the Lend-Lease Agreement but beginning with the Blitzkrieg and the bombing at Pearl Harbor, the war also turned into an air war. America's supply of aircraft and skilled workers was seriously lacking. Fairchild Aircraft in Hagerstown, Maryland was commissioned in 1940 by the War Department to begin building military training planes. Fairchild's competitors included the Glenn L. Martin Co. who developed the B26 light bomber. The war brought women into the workplace, especially in heavy industries that produced aircraft parts and planes. Women enthusiastically learned new skills, and many of these women served "Victory Shifts," double shifts in order to increase production and output, all for the war effort.

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Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 457–59, 537–38, 542.

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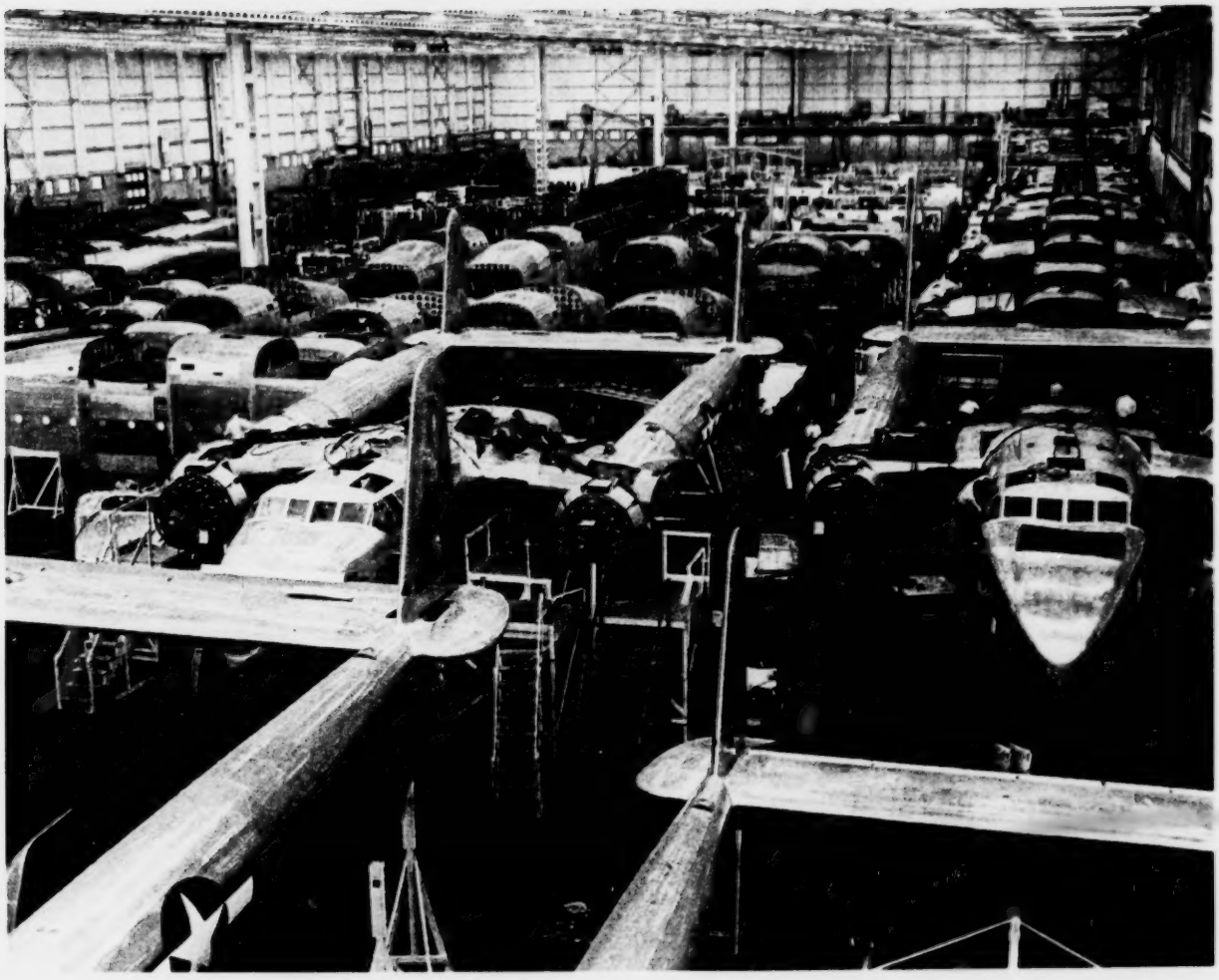

Primary Source #38b
Special Collections Department
Maryland Historical Society

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Primary Source #39a (Documents)

Tompkins, Raymond S. Letter to George L. Radcliffe [22 January 1943]. The George L. Radcliffe Papers. MS 2280. Document. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

Radio Spots [25,27,29 January 1943]." The George L. Radcliffe Papers. MS 2280. Document. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Public service announcements (PSAs)
Who?	Sponsored by the Baltimore Transit Company
When?	January 22, 25, 27, and 29, 1943
Where?	Baltimore, Maryland
Why?	To ask citizens to donate money to the victims of infantile paralysis

Description of the Source

One of the earlier charities founded to promote the health of infants and children was the March of Dimes. The organization had been founded to raise funds for the treatment of the widespread disease of infantile paralysis, later known as polio. Until the creation of the highly effective oral polio vaccine by Jonas Salk, in the late 1950s, there was no preventative for the disease. Stricken children were often paralyzed, and spent their days in "iron lungs," tube-like beds that helped the patient to breathe. In another response to the polio epidemic of the early twentieth century, the Maryland Public Health Association sought to promote clean city streets, clean drinking water, and the creation of a sewage system. Not until public health officials administered the oral polio vaccine in the 1950s was the polio epidemic brought under control.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 259, 457–59, 509–10, 541, 552, 594.

Research Topics

Investigate the impact of the polio vaccine on the health of children.

Research the treatment of polio cases prior to the development of the vaccine.

Research the life of Dr. Jonas Salk.

How was American history affected politically, economically, and socially by this topic?

FORM G-12 11-20-42 4M

THE BALTIMORE TRANSIT COMPANY

BALTIMORE, MD.

RECEIVED
JAN 25 1943
SEN. RADCLIFFE

January 22, 1943

Honorable George L. Radcliffe,
Fidelity Building,
Baltimore, Maryland.

Dear Senator:

I thought you might like to have copies of the radio spots we are using Monday, Wednesday and Friday, urging people not to forget the campaign for the victims of infantile paralysis. These are being carried at the request of Mr. Rice, Director of Publicity for the Fund raising drive.

Faithfully yours,

Reginald S. Thompson

Director of Information and Service

BEST COPY AVAILABLE

Jan. 20, 1943 CLIENT: Baltimore Transit Co.

Radio Spot
Week of Jan. 25
100 words

FINAL RELEASE

Monday, Jan. 25

Crowded? You bet streetcars and busses are crowded since pleasure driving was prohibited. More than ever we must remember to move along the aisles after paying our fares. You don't like standing on cold streetcorners while cars or busses pass you by. And neither do other folks. So please move along the aisles and make room on crowded streetcars and busses. Don't forget, however difficult it is for you to get about, these days, it's far more difficult for victims of infantile paralysis. So this week The Baltimore Transit Company urges you to give your dimes and dollars to help protect American children from infantile paralysis.

BEST COPY AVAILABLE

Jan. 20, 1943 CLIENT: Baltimore Transit Co.
Production Order Number:

Radio Spot
Week of Jan. 25
100 words

FINAL RELEASE

Wednesday, Jan. 27

Quiz! Which end of which streetcars do you get on? That's easy! Just remember this jingle: With streetcars red, the answer's clear. You'll find the entrance at the rear. All other cars, whatever hue, will open their front doors for you. And here's something else to remember, too. This week we are celebrating President Roosevelt's birthday by giving our dimes and dollars to aid in the fight against infantile paralysis. Give now... give generously...so that those you love may be spared the ravages of this dread disease. The Baltimore Transit Company urges you to join the March of Dimes today.

BEST COPY AVAILABLE

Date: Jan. 20, 1943
Advertisement Number:
Publications: Radio Spot
Time: Week of Jan. 25
Space: 100 words

CLIENT: Baltimore Transit Co.
Production Order Number:

Friday, January 29

Have you been grumbling because you have to walk more, ride less, these days? Then think for a moment of those who cannot even walk...the children crippled by infantile paralysis. Today America is celebrating President Roosevelt's birthday by giving its dimes and dollars to fight infantile paralysis. Join the March of Dimes! Give now...give generously. 1943 has been forecast by the National Foundation for Infantile Paralysis as an epidemic year. Your contribution may save someone you love from the ravages of this dreaded disease. Mail your donations to the National Foundation for Infantile Paralysis, Fidelity Building, Baltimore, Maryland. The Baltimore Transit Company gladly relinquishes its time to bring you this message.

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Primary Source # 39b (Document)

Telegram [23 June 1943]. The George L. Radcliffe Collection. MS 2280. Document. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Western Union Telegram
Who?	Addressed to Senator George L. Radcliffe
When?	June 23, 1943
Where?	Baltimore, Maryland
Why?	To contribute an iron lung to the city hospitals

Description of the Source

One of the earlier charities founded to promote the health of infants and children was the March of Dimes. The organization had been founded to raise funds for the treatment of the widespread disease of infantile paralysis, later known as polio. Until the creation of the highly effective oral polio vaccine by Jonas Salk, in the late 1950s, there was no preventative for the disease. Stricken children were often paralyzed, and spent their days in "iron lungs," tube-like beds that helped the patient to breathe. In another response to the polio epidemic of the early twentieth century, the Maryland Public Health Association sought to promote clean city streets, clean drinking water, and the creation of a sewage system. Not until public health officials administered the oral polio vaccine in the 1950s was the polio epidemic brought under control.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 259, 457–59, 509–10, 541, 552, 594.

Research Topics

Investigate the impact of the polio vaccine on the health of children.

Research the treatment of polio cases prior to the development of the vaccine.

Research the life of Dr. Jonas Salk.

How was American history affected politically, economically, and socially by this topic?

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

SYMBOLS

DL = Day Letter
NL = Night Letter
LC = Deferred Cable
NLT = Cable Night Letter
Ship Radiogram

A. N. WILLIAMS, PRESIDENT — NEWCOMB CARLTON, CHAIRMAN OF THE BOARD — J. C. WILLEVER, FIRST VICE-PRESIDENT

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

BRF11 53 DL=BALTIMORE MD 23 912A 23 AM 9 27

SENATOR GEORGE L RADCLIFFE=

=FIDELITY BLDG=

=DEAR SENATOR; WE WILL COMPLETE THE ARRANGEMENTS REGARDING THE CONTRIBUTION OF AN IRON LUNG TO THE CITY HOSPITALS IN MAYOR MCKELDIN'S OFFICE THURSDAY JUNE 24TH AT 1230 PM NOON WILL APPRECIATE IF YOU WILL BE PRESENT; WE HAVE PURCHASED THREE IRON LUNGS, ONE OF WHICH WILL BE MADE AVAILABLE FOR INFANTILE PARALYSIS VICTIMS=

FRANK BONADIO SHEET METAL WORKERS LOCAL 122=

Dictated 6-23-43 E Wash. 6 Pm

24 1230 PM 122=

WE APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

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Primary Source #40 (Document)

U.S. Atomic Energy Commission Division of Radiological and Environmental Protection. "Draft Detailed Statement. . . . [20 January 1972]." Calvert Cliffs Nuclear Power Plant Papers. MS 1975.2. Document. Special Collections Department, Maryland Historical Society Library, Baltimore, Maryland.

What?	Calvert Cliffs
Who?	U.S. Atomic Energy Commission.
When?	January 20, 1972.
Where?	Calvert Cliffs, Maryland.
Why?	To justify the production of nuclear energy.

Description of the Source

With the ever-increasing demand for electricity, Baltimore Gas and Electric Company developed a plan to build a nuclear power plant at Calvert Cliffs in southern Maryland. After presenting the plan, debates ensued about safety issues for the surrounding communities and the environmental impact on the Chesapeake Bay. Supporters of the plan pointed out that nuclear energy is a safe, reliable power source, which does not have a negative impact on the environment. Critics of the Calvert Cliffs nuclear power plant pointed out that any kind of discharge would be harmful to the Bay's watershed and could ruin the fishing industry.

For More Information on Topics Explored by this Source, See

Brugger, Robert J. *Maryland: A Middle Temperament, 1634–1980.* Baltimore: The Johns Hopkins University Press, 1988. Pp. 622, 632–36.

Research Topics

Research the arguments for and against developing nuclear power.

Determine the impact of nuclear power on Maryland's economy.

What was the effect of the Three Mile Island nuclear accident on the state of Maryland?

Trace the safety record of the Calvert Cliffs nuclear power plant.

How was American history affected politically, economically, and socially by this topic?

DRAFT DETAILED STATEMENT ON THE ENVIRONMENTAL CONSIDERATIONS

RELATED TO THE PROPOSED ISSUANCE OF AN OPERATING LICENSE

TO THE BALTIMORE GAS AND ELECTRIC COMPANY

FOR THE CALVERT CLIFFS NUCLEAR POWER PLANT, UNITS 1 AND 2

DOCKET NOS. 50-317 AND 50-318

BY THE

U.S. ATOMIC ENERGY COMMISSION

DIVISION OF RADIOLOGICAL AND ENVIRONMENTAL PROTECTION

Issued: January 20, 1972

Primary Source #40
MS 1975.2
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C. SUMMARY OF ENVIRONMENTAL IMPACT

Monetized costs and benefits occurring over the 30-year life of the plant are converted to present value at a discount rate of 8.75%.

1. Economic Impact. Completion and operation of the Calvert Cliffs facility is consistent with the Employment Act of 1946 which states that it is the national policy "...to promote maximum employment, production, and purchasing power." In the state of Maryland it is also a legal requirement that the utility must provide adequate supplies of electricity to meet the needs of the public.

   A delay in operation of the Calvert Cliffs facility would have a substantial economic impact at both the local and regional levels. The consequences of inadequate power to meet growing needs would result in (1) higher power costs, (2) less reliable service which would discourage industry, (3) retarded growth in employment and income, and (4) a smaller revenue base for both the State and Calvert County.

   Non-operation of the Calvert Cliffs facility would result in a direct loss of about 100 facility operating jobs and $6.5 million annually ($65 million present value) in property taxes to the County. The facility would produce more than twice as much in property tax revenues as the County currently collected from all other property tax sources. These indicated benefits understate the impact on the gross regional economy for they do not include the supporting jobs that would be created in the community nor the State and Federal income taxes, as well as sales tax, that would be lost by lack of plant operation. It has been estimated that a minimum of 30,000 additional new jobs would be made possible by power from this facility--income from this employment totaling some $300 million per year (exhibit H of Ref. 4).

2. Land Use. The plant is located on an 1135 acre site of which 100 acres of forested land bordering 3000 feet of shoreline have been converted to industrial use, and 100 acres of a forested ravine are being filled with dredging spoils, to be later revegetated. Some of the Calvert Cliffs fossil beds were removed by excavation activities, although a number of valuable archeological specimens were unearthed through coordinated exploration studies.

3. Water Use. The Bay at the Plant site is six miles wide and over one-half of the water is less than 30 feet deep. The volume of water pumped through the condensers will be about 11,000 acre-feet

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per day, or equivalent to approximately 5,500 cubic feet per second. This quantity of water would represent approximately 6% of the flow of new bay water past the plant.

4. Biological Impact. The Chesapeake Bay is one of the major fish and shellfish producing areas in the United States. Additionally, it is an important nursery area for commercially valuable species that are harvested outside the Bay proper.

In consideration of the effects of channel dredging on a portion of the marginally productive Flag Pond Oyster Bar opposite the site, the Applicant paid the Department of Chesapeake Bay Affairs $200,000 for transplanting the oysters to a new location designated by the State of Maryland. Contingency funds up to $200,000 are available for mitigation of possible additional environmental damage if the need arises after the plant starts operation.

The potential effect of thermal, mechanical, and chemical discharges on the biota in the vicinity of the Station is expected to be quite small. However, post-operational sutdies are planned to assess any effect. Of most concern is the combination of thermal, chemical and mechanical effects on organisms entrained in the cooling water. Based on the analysis by the staff, the combined annual environmental costs of these effects are believed to be negligible.

There are no plans to use chlorine by the applicant in the operation of the facility. Sulfuric acid and sodium hydroxide are used for regenerating exhausted ion exchange resins. The spent chemical regenerants are neutralized to an acceptable pH prior to discharge to the Bay via the condenser cooling water system. Given the most adverse conditions represented by a minimum flow rate, the chemicals and dissolved solids in the regenerant waste will represent a small fraction of that found in the water of the bay. Thus, the planned use of chemicals by the applicant is expected to have no significant impact or environmental costs.

Pre-operational cleaning and check-out will result in the discharge of both cleaning and dye solutions. Since the cleaning solution is biodegradable and represents a one-time contribution, it will present no environmental hazard. Similarly, the rapid dilution of the dye solution in the mixing zone presents no hazard to the bay and the aquatic biota.

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The low velocity of the water passing through the intake structure plus the withdrawal of water from the lower, less populated portion of the Bay should result in only minor effects on plankton populations. If one conservatively assumes that all entrained organisms are killed, they are still available as nutrients to the local populations. Productivity studies at the nearby Chalk Point plant indicate that productivity is not significantly impaired in the local environs, in spite of observed losses through the condensers. The Chalk Point plant utilizes chlorine on a daily basis and the cooling water experiences temperature rises up to 6°F greater than will occur at the Calvert Cliffs plant.

It is concluded with regard to Calvert Cliffs that given (1) the low velocity of the water through the screens, (2) the lack of chlorine use at the Calvert Cliffs facility, (3) the lack of larval forms of economically important species in the vicinity of the plant, (4) the construction of fish slots to facilitate fish escape from intake structure, and (5) the limited time exposed to elevated temperatures, the plant as presently designed is not expected to impair the productivity of the bay. Consequently, steps taken by the applicant to protect aquatic life in the bay and available evidence suggest that operation of the Calvert Cliffs facility should have a negligible impact on the aquatic environment.

5. Radiological Impact. Based on a conservative estimate, the total annual dose from all pathways to the 2.7 million persons who reside within 50 miles of the station is expected to be less than 35 man-rem or an average dose of 0.013 mrem per year per person. Natural "background" radiation sources--representing about 100 mrem per person per year--will result in a total dose of 270,000 man-rem to the population residing within 50 miles of the plant. As a result, operation of the Calvert Cliffs facility will introduce an exceedingly small, immeasurable dose to the environment and will constitute no meaningful risk.

6. Cost-Benefit Balance. In the analysis of alternative actions, only those costs and benefits which could occur in the future are considered valid. It should be realized, however, that such costs already incurred are real and must be recovered in some manner.

   The comparison of alternative actions to the present design is made in terms of incremental benefits and costs. In evaluating impacts from alternatives, it must be realized that the assessment has a greater degree of uncertainty than that for the present design.

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In Tables X-4 and X-5, a comparison was made of the present design with the various alternatives--both inter and intra plant. The facility as designed is expected to have a negligible additional impact on the environment. The advantages of alternatives, if any, are not sufficient to warrant the relatively high additional costs. The expected benefits and costs of the facility as presently designed are summarized in Table X-8 below. The benefits are expected to be: the addition of needed electrical capacity to support the growing demand of the applicant's power system and stimulation of the local economy through increased taxes, employment, and income.

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Encountering Maryland's Past

A

Teacher's Guide

from the

Maryland Historical Society

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A Teacher's Guide to Interpreting Primary Sources

Strategies for Using Primary Sources in the Classroom

This section presents strategies for incorporating primary sources into the classroom. "Using Primary Sources in the Classroom: Lesson Plan Ideas" includes instructions for taking both a first look and an in-depth look at primary sources. "Using Primary Sources in the Classroom: Creative Ideas from Maryland Teachers" presents a variety of activities for using primary sources to teach history, social studies, language arts, and the arts.

Reproducible Worksheets

This instructional set includes worksheets to teach students how to:

- distinguish between primary and secondary sources;
- interpret different types of primary sources (e.g. broadside/ads, documents,
- maps, pictures, objects, and oral histories);
- conduct an oral history
- take an idea and turn it into a research project.

The worksheets guide students in a thorough examination of all facets of the source so that they are prepared to make strong conclusions supported by the source. *All of the worksheets are REPRODUCIBLE FOR CLASSROOM USE.* In addition to serving as "tools for decoding" primary sources in *Encountering Maryland's Past*, the worksheets are designed to work well with a variety of primary sources, including materials teachers might borrow from another cultural institution or bring from home.

Materials Useful for Historical Research Projects

Included in the teacher's guide is a guide for students on how to conduct historical research, guidelines for creating an annotated bibliography, a timeline for History Day and other long-term research projects, and a rubric for assessing student research projects.

Introducing National History Day

This section provides a brief overview of this national program for middle and high school students, including where to go for more information.

Encountering Maryland's Past

A Teacher's Guide from the Maryland Historical Society

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Sponsors

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Rouse Company Foundation

A Letter from the Maryland State Department of Education

Dear Social Studies Teachers:

As you know finding appropriate and rewarding curriculum for students can be a challenging experience. The museum educators from the Maryland Historical Society joined efforts with the local social studies teachers to develop Encountering Maryland's Past, a series of Primary Source Kits to support your study of history in the elementary, middle and high school levels. The kits feature thoughtful and engaging activities that reflect the type of learning experiences that would make history more authentic and memorable for your students.

Each primary source selected, whether it be a photograph, a broadside or a private letter, reflects a meaningful part of Maryland and United States history. Few resources provide educators with an opportunity to use primary documents from Maryland history with activities that support performance instruction. For this reason, I think you will find the enclosed materials useful as you assist students in understanding and reading primary documents.

I hope you have a successful, rewarding and timely experience using the Encountering Maryland's Past Primary Source Kits. If there is anything I can do to assist, please do not hesitate to contact me at (410) 767-0519.

Marcie Taylor-Thoma
State Specialist in Social Studies
May 1, 2000

Using Primary Sources in the Classroom: Creative Ideas from Maryland Teachers

A variety of activities — from icebreakers to in-depth projects — for using primary sources to teach history, social studies, language arts, and the arts.

To add your ideas to this list, send them to: Education Department, Maryland Historical Society, 201 West Monument Street, Baltimore, MD 21201

General Ideas

Exhibition Curator

Choose a theme. Create a classroom exhibition or bulletin board to explore the theme with a variety of primary sources. Use oral history quotations for the labels.

Gallery Walk

Post a series of primary sources on the wall with a set of questions at each station. Move from station to station in groups to answer the questions with each source. Continue the walk until everyone has had a chance to work with all the sources.

Information Age

Some cultures have relied on oral tradition as the primary means of communication; others, letter-writing; some, e-mail. Investigate how people have recorded and shared information in other times and places. How do you communicate? What evidence will remain for historians of the future? Illustrate your findings on a map or timeline.

Newspaper Reporter

Extrapolate the five "W" questions from a primary source. Use the answers to write a lead paragraph for a news story.

Time Capsule

Create a time capsule to represent life today. Select objects, documents, pictures, and other sources that could teach people in the future about what life is like today.

"What Is It?" Game

Create a source box filled with primary and secondary sources. Sort them into primary and secondary sources. This activity could be done as a relay race.

Who Is It?

Ask a group of teachers to create a bag of primary sources from their lives (one per teacher). Students can work in groups to match the bag with the teacher and draw conclusions about the person based on the sources. Share and justify the conclusions. Use this as a way to introduce the different types of primary sources.

Documents

A Family Manuscript

Bring in a diary, letter, or other document from home. Examine each to personalize and find out more about a particular event or time period.

Document Comparison

Identify the purpose of specific documents and compare them to one another (e.g. Magna Carta, Declaration of Independence, United States Constitution, Maryland Constitution, etc.).

English Professor

Look at an old document (a letter, diary, etc.) as an example of writing. Critique it. Is it an example of good writing? Grade it according to today's standards. How do you think language has changed?

Fact vs. Fiction

Use primary sources to authenticate the information and storyline in a work of historical fiction. The book's bibliography will provide sources useful for authentication. How would you change the novel to make it more historically accurate?

Family Tree

Interview family members and examine family documents (e.g. your baby book) to construct a family tree.

Found Poem

Create a "found poem" with excerpts from an oral history or document. Everyone should work with the same source. Ask each student to jot down the four most poignant phrases from the source on large strips of paper. Work together in groups to combine the phrases into a poem. If more than one person selects the same line, it might be used as a title or refrain.

Letters Home

Read and analyze letters about a topic from two opposing viewpoints. Describe the differences and similarities in the information and opinions they convey.

Eyewitness News

Choose an event or time period that all students have witnessed. Ask each person to write an account of the event. Compare them to find the differences and similarities in accounts. See how differing perspectives affect how people view and record an event.

In the Bully Pulpit

Read a speech from the past to introduce a new unit.

Pen Pals

Explore the value of letters as primary sources by writing to a pen pal. Explore ways to use the Internet to partner with a class in another region of the country or the world on a pen pal program.

An Ensemble of Voices

Divide into groups ("expert groups") and assign each group a source with a different account of the same event or time period to study using a series of guide questions. Then move to "discussion groups;" each discussion group should include a student from each one of the "expert groups." Share information from the different primary sources and, as a group, develop generalizations about the event or time period using all the sources.

Voice from the Past

To help students decipher the handwriting in old letters, diaries, and other documents, make a tape recording of the document you will be studying. As students listen to the recording, have them follow the wording of the document.

Walk a Mile in Another Man's Shoes

Choose a person, country, or idea to represent in a discussion of a particular issue. Examine a primary source from that person, country, or idea and use it to prepare a position statement for a debate, talk show, or other presentation.

What's Your Line?

Choose a quotation or idea from a famous figure in history to stimulate a position-taking activity or a debate on a particular issue in history.

Maps

Comparison Cartographer's

Compare a recent and an historic map of a particular place to see how the place has evolved over time.

Walking to School

Create a primary source to document your own community. Make a map of your walk or ride to school. What do you pass along the way? How far do you travel? What route do you take? What are the strengths and weaknesses of maps as sources of information about the past?

Objects

Broken Glass

Parents can share artifacts and other primary sources upon the verge of destruction and discuss the value of saving them.

Date Detective

Research an old object from your home, a museum, or an antique shop. Find out who made it, and when, why, where, and how it was made. What do you think this object says about the person who made, used, or owned it?

Family Connection

Bring to the classroom family artifacts, perhaps objects brought to the United States by family members who immigrated to America. Have time for show-and-tell, do an object reading using the worksheet "How to Interpret an Object" from *A Teacher's Guide to Interpreting Primary Sources*, or write object labels and create a classroom exhibit.

Home, Sweet Home

Examine historic estate inventories for clues about the lifestyle of the family who lived in the house. Compare an historic inventory with an inventory of your own home, then draw conclusions about homes, past and present.

Inventory

Take an inventory of the contents of your home or bedroom. Then pass your inventory to a mystery partner who will use the inventory to create a description of the person based on the inventory. See if you can match your description with the right person.

Literature Connection

To make a story come alive, bring in historical artifacts that relate to the story or theme. Act out part of the story and use the artifacts as props.

Mystery Generation

Was it the Depression, the 50s, or the disco age? Gather sources from other school staff members and place them in different paper bags. The class can examine each object and try to determine the decade of the object. If unsuccessful, provide additional clues.

Neighborhood Sketch

Take a walk or drive around your community. Choose a building that you think has historical significance and should be preserved. Document it by sketching, photographing, measuring, and writing about it.

What Is It?

Bring in a "whatisit" (Old kitchen tools often work well for this exercise.). Do an object reading and generate hypotheses about what the object is/was and how it was used. For this activity you may want to use the worksheet "How to Interpret an Object."

Oral Histories

A Saturday Afternoon

This activity is a great way to involve students' families. Ask students, their parents, their grandparents, and other relatives to describe a typical Saturday afternoon when they were the students' age. Compare and contrast the descriptions.

Family Ties

Interview relatives about their experiences during a particular event or era in history (e.g. the Depression, World War II, Vietnam War, etc.).

Guest Speaker

Invite a guest speaker to the classroom to share his or her experiences during a particular event or era.

It's a Community Affair

Invite parents and community members to come to school for an afternoon of interviews.

Lights! Camera! Action!

Act out an account of an event from an oral history or document. Read the source aloud as you pantomime what is happening.

My First Decade

Students, parents, and grandparents can each create a timeline of their first decade. Compare childhood experiences using the timelines. This is a great time to use the family album as a primary source.

Practice Interview

To prepare for an oral history interview, partner with someone to read aloud an oral history transcript with one person in the role of interviewer and the other, the interviewee. What worked well? What did not? Students can also practice by interviewing each other.

Yarn Sharing Game

Form a circle. Ask one student to start the game by asking a good oral history question and throwing the ball of yarn (while continuing to hold onto the end of the yarn) to another student who will answer the question. After this student answers, it is his turn to pose a question and throw the ball of yarn (continuing to hold onto a part of the yarn) to another student who will reply. The game continues until all students have had a chance to ask and answer a question, and the students have created a yarn "web."

Pictures

A Picture is Worth a Thousand Words

This is a good way to get your students looking carefully at pictures. Divide students into groups to play this game. Give each group a picture, a large piece of paper, and a magic marker. Ask groups to jot down as many words as they can think of when looking at the picture. Give them a time limit and play it as a game. The team with the most words wins. Compare the students' perceptions of what they see to what the picture actually represents.

Categories

Gather a selection of pictures about a particular topic or time period. Put them into thematic categories and design a mini-exhibit or collage about one of the categories.

Freeze Frame

Display different paintings or photographs to groups of students. Secretly assign each group one image. Examine the poses and the expressions of the people in the painting or photograph. As a group, act out the picture. See if fellow students can guess which picture each group is re-creating. Compare the "re-enactment" with what the picture actually represents.

Old vs. New

Use a Venn Diagram to compare similarities and differences in two photographs (e.g. a photo of children at play today and 100 years ago).

Photo Mural

Use a variety of photographs and other pictures to create an exhibition or bulletin board about a particular event, time period, or theme.

Slide Show

Download primary source pictures or documents from the Internet. Paste them into a PowerPoint or Hyperstudio presentation or photocopy them onto overhead transparencies. Play period music or read from a primary source when showing the slides or overhead transparencies.

Spinning a Story

Write a story as a team based on a photograph or another kind of picture. Examine the image for ideas and take turns adding a sentence to the story. How historically accurate is your story? Compare it with other primary sources.

The Arts

Have students use works of art or slides of art to analyze and interpret an artist's perspective and purpose.

Title Change

Examine a painting that has an official title; keep the title a secret from the students. Draft a title for the painting based on what you observe. Compare your title with the actual title. How does the title change your perspective of the painting?

True Picture

Bring old photographs from home. Share the photos with a partner who will describe what he or she thinks was happening when the photo was taken. The owner will then reveal the true story of the photo, and the partner will determine the accuracy of his or her guess.

Music

Mood Music

Listen to period music and read lyrics to learn about a particular time period.

Music and Memory

Bring ... music that you associate with a particular event or time in your life. Share the music and the stories behind it. Discuss ways memories are evoked by sound.

Field Trips

For Sale

Take a field trip to an auction or antique store (*Antiques* magazine may also be used.). Use your investigative tools to find out about the person whose property is being sold.

In Person

Tour an historic site to experience primary sources in context.

Using Primary Sources in the Classroom

Lesson Plan Ideas

Using primary sources in the classroom gives teachers an effective way to engage students' interest in the past, generate higher level thinking, and provide the context for the people and events studied in history courses. Letters, diaries, objects, pictures, news articles, inventories, wills, and other primary sources open history to the students through the eyes, pens, paintbrushes, and cameras of those who lived in the past. Primary sources are outstanding teaching tools that take students beyond the confines of the textbook. Working with primary sources, students will learn to analyze history and develop a deeper understanding of the past. To make the study of primary sources productive and rewarding for your students, consider the following ideas for integrating primary sources into classroom instruction.

I. Distinguishing Between Primary and Secondary Sources

Included in *A Teacher's Guide to Interpreting Primary Sources* is the worksheet "Primary vs. Secondary Sources: A Comparison." Designed to guide students to an understanding of the differences between primary and secondary sources, the worksheet gives students the opportunity to examine an historical event by looking at both a primary and a secondary source related to it. Included in the teacher's guide is a primary source with information about the Civil War battle at Gettysburg, Pennsylvania and its impact on Marylanders. In an excerpt from the summer 1863 diary of Margaret Mehring, students may read about this event through the eyes of a 13-year-old girl who lived in western Maryland, just across the border from where the battle occurred. Use the worksheet to compare Margaret's diary entry with information on Gettysburg from an American history textbook. Teachers may also choose to use the worksheet with a primary and secondary source related to another topic.

To carry out the worksheet "Primary vs. Secondary Sources: A Comparison":

1. Have the class read the diary excerpt (or another primary source) and complete the column for primary sources.

2. Next, have the class read a description of Gettysburg and its impact on Marylanders from a textbook (or a teacher-selected secondary source) and complete the complete for secondary sources on the worksheet.

3. After completing the comparison of the primary and secondary sources, have students decide which source provides the most accurate depiction of the event (e.g. Gettysburg and its impact on Marylanders) and compare students' findings in a class discussion.

4. On the back of the worksheet, create a class list of the characteristics of primary and secondary sources based on the two sources you have examined.

5. As an extension of this activity, have students bring in what they believe to be an historical source about themselves or their family. Ask students to exchange sources with a classmate.

6. Using the class list of characteristics of primary and secondary sources as a checklist, students should determine whether the source brought from home is primary or secondary.

7. To conclude, have selected students share the source they evaluated and the reasons they designated it as primary or secondary.

II. Taking a First Look at Primary Sources

Before using the worksheets in this kit, distribute a selection of primary sources to the students and give them a few minutes to examine them. Allow students to ask questions about what they see. Prompt the students' examination of the sources with some of the following questions and activities:

Write the first 5 adjectives you would use to describe the primary source.
Read the source aloud, or act it out.
Is there something we use today that serves the same function? What is it?
What is the most distinctive or interesting characteristic of the source?
What clues in the source could help you determine the date of the source?
Why do you think this source was saved?
What kinds of information do you think could be derived from this source?
Does the source reveal a particular point-of-view?
What could be learned about a time period based on the analysis of this source?

III. Interpreting Primary Sources

Using the Worksheets

Allow the students to study a primary source individually. After examining the source on their own and recording answers on the appropriate worksheet, pair students to discuss their findings together. This is a good opportunity to pair students or use other cooperative learning strategies (see list below). Primary sources can, at times, be difficult to interpret, and conversation between students can help to deepen students' answers. When using the worksheets, be sure to require students to provide direct evidence from the primary source to support their conclusions. Direct quotations from text or descriptions of visual elements help students justify their conclusions.

The worksheet set includes handouts for use in interpreting each type of primary source: ads/broadsides, documents, maps, newspapers, objects, oral histories, and pictures. Worksheets are designed:

to be different, each focusing on the unique characteristics of the type of primary source it interprets;

to share common elements, including a warm-up and concluding question. For each type of source, students will inquire "What is the most important historical information this source provides?";

to be general enough for use with a variety of primary sources, including materials teachers might borrow from another cultural institution or bring from home.

Follow-Up Discussion

Engage the students in a discussion of the following questions:

After examining the document, what questions do you still have?
Were there any surprises when using this source?
What are the strengths and limitations of this source?
Does the document appear to be advocating or communicating a particular perspective?
What other sources could be consulted to answer your questions and provide different viewpoints?

IV. Kicking Off a Research Project

Encountering Maryland's Past includes a number of resources useful when beginning a research project. After examining a number of primary sources, students can focus their research interests and formulate a thesis with the worksheet "Ideas to projects." In the volume of primary sources, research topics and discussion prompts listed on the "context page" for each source provide many thought-provoking questions that are good starting points for research. Look for recurrent themes that can help students make connections between sources and draw information from a variety of places and perspectives.

Students ready to embark on a research project should find "Carrying Out an Historical Research Project" a useful guide with step-by-step instructions for conducting research. When documenting the sources of information uncovered through research, refer to "Creating an Annotated Bibliography."

V. Cooperative Learning Strategies

Academic and Social Function:	Strategy and Description:
Expressing ideas and opinions Equal participation, getting acquainted	ROUNDROBIN Each student in turn shares something with his or her teammate.
Seeing alternative hypotheses, values, problem-solving approaches Knowing and respecting different points of view	CORNERS Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners, then listen to and paraphrase ideas from other corners.
Sharing personal information such as hypotheses, reactions and conclusions Participation and listening	THREE-STEP INTERVIEW Students interview each other in pairs, first one way, then the other. Students each share with the group information they learned in the interview.
Generating and revising hypotheses, inductive reasoning, deductive reasoning, application Participation and involvement	THINK-PAIR-SHARE Students think to themselves on a topic provided by the teacher; they pair up with another student to discuss it; they then share their thoughts with the class.
Analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts Role-taking	TEAM WORD-WEBBING Students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and bridges representing the relation of ideas in a concept.
Acquisition and presentation of new material, review, informed debate interdependence and status equalization	JIGSAW Each student on the team becomes an "expert" on one topic by working with members from other teams assigned a corresponding expert topic. Upon returning to their teams, each one in turn, teaches the group; and students are all assessed on all aspects of the topic.

Carrying Out a Historical Research Project

A Guide for Students

Doing historical research uses the skills of the detective. You must know where to search for clues, how to identify evidence, and how to interpret that evidence in order to make a reasoned case. The source material for historical research is an endless collection of books, letters, speeches, old newspapers, photographs, art, objects, films, maps, diaries, documents, and oral interviews, to name a few!

Like detective work, historical research requires time, patience, creative thought, and, most of all, a game plan. Putting together a strategy before you begin is the key to a project's success. As you choose a topic and begin to focus on it, you will need to get a sense of the resources available to study it. An effective research project is a combination of a good topic and good sources. While historians may spend years uncovering sources, once you know the basics, you can carryout historical research and create a project over a period of weeks to several months.

Selecting a Topic and Finding Basic Source Material

Choosing a topic to research is a process of gradually narrowing down the area of history you are interested in and focusing in on a manageable subject. The place to begin your search is in the school or local library. Textbooks and encyclopedias can give you a general overview of possible historical topics. Once you have an idea for a topic and a preliminary thesis, you need to locate more specific sources.

Secondary sources, such as books and articles, list their sources, both primary and secondary, in footnotes and bibliographies. Books written by historians can be found in both public and university libraries. Catalogs, on-line and in print, as well as specialized indexes are useful for finding materials because you can look up topics by key words: names, places, or periods of time. Libraries also have guides and directories to other historical resources in your area, such as private libraries, archives, museums, and historical societies. Bring a notebook or note cards to record information, or money for copying, since many of these materials do not circulate.

Reference librarians are perhaps your best resource for finding information. As professional information gatherers, librarians can suggest ways to go about your research. You should come prepared with an idea of what you are looking for; librarians will not do your thinking for you.

Before you begin to explore the past through primary sources, it is important to have a sense of the time period and the issues you are studying. Background reading of secondary sources sets the context for your subject and should be an on-going process as you collect, examine, and analyze primary sources.

Finding and Using Primary Source Materials

Once you have collected the basic information and sources on your topic, you will want to locate unique source. In all archives that contain primary resources, there are special rules for how you may use materials. It is best to telephone or e-mail ahead of time to discuss you research project with an archivists or curator. While at the archives, take good notes on catalog numbers, collection names, box numbers, and other information describing where the materials are located within the collections. This information is essential and required for citations in annotated bibliographies and footnotes. Remember, citations are the proof of your research. Many archives and libraries have strict policies about note-taking and copying; pencil is generally the rule in archives!

More and more primary sources are being put on the Internet, and computer technology has, in many ways, revolutionized the way in which both students and professional historians conduct historical research. This is particularly true in regions where access to major archives and libraries is limited. Often, however, people believe that "surfing the net" means one-stop shopping for information. Many archives and libraries are putting primary source materials online. However, this represents only a small and select portion of their complete holdings. Use the Internet as a starting point for research, but do not think that a project can be done entirely from the web!

If your topic covers a time period where you may be able to interview people whose recollections can enhance your thesis, you may want to conduct oral histories. For specific guidelines, consult published books on oral histories and interviews. First-person accounts are often fascinating, but they are only *one* person's views. You should ask permission both to conduct the interview and use the information you collect. Oral histories should be cited as primary sources in bibliographies and footnotes.

Putting It All Together

Building a case around an historical topic, like a legal case, requires that you analyze your collected evidence, interpret it, and put it together in a persuasive way. As mentioned, citations, footnotes, and bibliographies are your proof that you located the essential information for your thesis. The research notes you take on your sources reflect your decision-making about he sources. The information you choose to include in your project will be that which best supports and explains your thesis. Historical research projects contain numerous primary and secondary sources, both general and specific. Whether your project is a paper, an exhibit, a documentary, or a play, the history you present is a product of the entire research process. You must credit any and all information that is not your own, whether you quote or display it directly or simply discuss it. This is what distinguishes a piece of historical research from fiction.

Nonetheless, your history project is very much your own creation, whether you examine an issue, an event, or a person from the past. The difference between merely describing a topic and explaining it is how you communicate the information. Does your history simply recite facts, or does it consider bigger issues, such as the causes and effects of an event or a person's actions, and the significance of the topic? Do you present evidence; including expert sources, that support your statements, or do you simply give your opinion? Studying secondary sources, such as historical monographs and journal articles, will give you a good idea of how historian construct their arguments to persuade readers. Notice the language historians use and how they cite their sources.

"Ta-Dah," You Have Made History

As you now can see, getting to the point where you can say that you are finished is the end of a creative and sometimes frustrating process that is never done overnight! Being able to state that your project is history means that you have mastered many skills:

How to find an historical topic and narrow it sown to a manageable size;
How to write a thesis statement that describes the project;
How to take research notes on your sources;
How to document your sources in the form of citations, footnotes, and annotated bibliographies;
How to select the information you need from your notes to explain the topic and support your thesis;
How to put the information together in a clear and logical way through an introduction, thesis, supporting evidence, and a conclusion. Beginning with outlines or story boards (for visual projects) to sketch out your ideas, the final product will slowly take shape after a number of drafts. A completed project contains a bibliography listing the sources you used.

Whether you do your project for credit or for fun, learning how to do historical research is an adventure. One way that many students conduct historical research and create projects each year is through participation in the National History Day Program.

A NOTE TO TEACHER: This discussion on the process of developing historical research projects presents a scenario for long-term independent work which can be carried out either by individual students or small groups. It also provides a blueprint for building the necessary skills. Teachers can use research projects as a cumulative activity over the course of a school year leading to a final product. To avoid scheduling difficulties, teachers planning for a long-term research project should consider how much time to allot for teaching skills, finding resources, and working in class. Teachers should also review the curriculum to see where and how the project supports other objectives. Consulting with families, supervisors, and colleagues in other disciplines can assist you as well in managing parts of the project. The results can be fun and very rewarding.

Prepared by: Rachel Brubaker, Maryland's History Day Program, with assistance from National History Day and National History Day in Minnesota and Iowa.

For more information on National History Day in Maryland: contact Maryland's History Day Program at the Maryland Humanities Council (410) 771-0650.

Creating an Annotated Bibliography

Being able to document where you found your information and what kind of information a source provides is an important part of writing a research paper. Use the following guide to develop an accurate bibliography with annotations.

Ad/Broadside

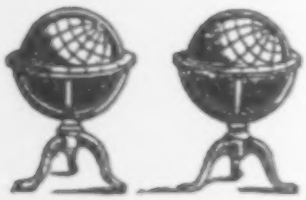
Gamse, H. and Brothers. "Tolchester Beach, MD. [c. 1895]." Color lithograph broadside. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

This broadside is an outstanding source to demonstrate how an increase in technology generated new businesses. In addition, the advertisement prompts a discussion of how technological and scientific advancement influenced leisure time at the turn of the 20th century.

Document

Chesapeake and Potomac Telephone Company. "Pay Station Contract of the Chesapeake and Potomac Telephone Company of Baltimore City [1 August 1897]." VF. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

This document is a legal contract that established the parameters for installation and maintenance of a public pay phone in 1897. It provides insight into how a novelty, the telephone, soon became a generator of jobs and wealth.



Map

The United Railways and Electric Company. "This is Baltimore: An Historic, Pleasant, Thriving City [1925]." Map. PAM 4176. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

This map illustrates the future routes of trolley cars in Baltimore City. This source allows for an examination of the effect that technology can have on government planning and policy and on private businesses.

Newspaper

"Singing by Wire." *Baltimore Sun*, November 30, 1877, p. 4, col. D. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

This newspaper article describes a demonstration of telephone communication between Philadelphia, New York, Baltimore, and Washington, D.C. The source explores how telephone technology had improved over prior tests and the potential that this device could have for changing people's lifestyles.

Object

Potts, H. Sampler [1799]. Silk and linen object. 1967.10.1. Maryland Historical Society, Baltimore, Maryland.

This sampler provides information on H. Potts's geographical knowledge. Map samplers appear in the United States at the end of the 1800s. These embroidered works augmented children's geography lessons as did the drawing and painting of maps and globes.

Oral History

Penn, Austin E. Interview by John T. King III, 1 October 1982. Transcript of tape recording. OH 8462. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

This interview with the former CEO of Baltimore Gas and Electric Company provides insight into the 1967 decision by the company to enter into the field of nuclear power. Questions provide useful information on the positives and negatives of nuclear power and the thought process behind this transition.

Picture

Photograph of northwest corner of Pratt and Light streets, Baltimore [c. 1921]. MC 6976. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

This picture provides a good view of Baltimore City, c. 1921. It reveals the technological transition from horse and carriage to trolley car and automobile. In addition, the photograph provides insight into how this technological transformation created jobs, affected people's lives, and altered the infrastructure of the city.

Secondary Source

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 3-14. Baltimore: The Johns Hopkins University Press, 1988.

This book is an outstanding secondary source that provides insight into Maryland's history from the colonial period through the 1970s. A well-documented source, the bibliographic essay is an excellent resource for locating useful primary and secondary sources.

Encountering Maryland's Past: A Teacher's Guide to Interpreting Primary Sources

RUBRIC FOR HISTORICAL RESEARCH PROJECTS *

Criteria	Thesis	Historical Content and Context	Research	Primary Sources	Significance in History	Conclusions	Presentation of Materials	
Weights								
4	Very effectively relates research to thesis.	Displays expert knowledge of historical content and context.	Highly effective in analysis and interpretation.	Very effectively uses primary sources.	Very effectively determines significance of topic in history.	Draws effective conclusions.	Consistently clear, appropriate, articulate, and organized.	
3	Effectively relates research to thesis.	Displays advanced knowledge of historical content and context.	Effective in analysis and interpretation.	Effectively uses primary sources.	Effectively determines significance of topic in history.	Draws moderately effective conclusions.	Frequently clear, appropriate, articulate, and organized.	
2	Somewhat effectively relates research to thesis.	Displays intermediate knowledge of historical content and context.	Moderately effective in analysis and interpretation.	Somewhat effectively uses primary sources.	Somewhat effectively determines significance of topic in history.	Draws minimally effective conclusions.	Sometimes clear, appropriate, articulate, and organized.	
1	Ineffectively relates research to thesis.	Displays novice knowledge of historical content and context.	Minimally effective in analysis and interpretation.	Ineffectively uses primary sources.	Ineffectively determines significance of topic in history.	Draws incomplete conclusions.	Rarely clear, appropriate, articulate, and organized.	
0	Does not relate research to thesis.	Displays no knowledge of historical content and context.	Ineffective in analysis and interpretation.	Does not use primary sources.	Does not determine significance of topic in history.	Does not draw conclusions.	Never clear, appropriate, articulate, and organized.	TOTAL SCORE Comments on reverse.
SCORE								

** This is a modification of the judge's evaluation form used by National History Day.*

RUBRIC FOR HISTORICAL RESEARCH PROJECTS - COMMENT FORM

Thesis
Historical Content and Context
Research
Primary Sources
Significance in History
Conclusions
Presentation of Materials

Introducing National History Day

The home base for Maryland's History Day Program is the Maryland Humanities Council. In 1999/2000, more than 10,000 Maryland students and 200 teachers participated in History Day activities through professional-development seminars for teachers, and research and production workshops and competitions for students. Students advance from their local schools to regional contests, and from there to the state History Day contest. Student winners at the state level may choose to compete in National History Day.

The National History Day Program is an exciting way for students and teachers to examine primary sources and come to their own conclusions about historical issues, ideas, people, and events. History Day motivates students to study the past by allowing them to create original historical research projects related to an annual theme. Students learn how to conduct primary and secondary research in order to investigate in depth topics of their choice in local, US, and world history, and place their topics into historical context. Working individually, or in small groups, students present their research in one of several ways: museum-type exhibits, dramatic performances, research papers, or multi-media documentaries.

The local, state, and national competitions are held during the spring. At these competitions students present their History Day projects for evaluation by professional historians and educators. Judges provide feedback and recognition through positive comments and constructive criticism. In this way, the learning process continues as students discuss the meaning of their topics with professionals.

Themes

History Day's annual themes facilitate study of topics in local, regional, US, or world history. Upcoming themes include:

2001 Frontiers in History: People, Places, Ideas

2002 Revolution, Reaction, Reform in History

2003 The Individual in History

2004 Exploration, Encounter, Exchange in History

Project Categories

Each category is evaluated separately during competitions. The rules for creating projects for each category are in the National History Day Contest Guide.

Research Paper *Individual only*

Museum-type Exhibit *Individual and Group*

Multi-Media Documentary *Individual and Group*

Dramatic Performance *Individual and Group*

Divisions

History Day's two divisions take into account students' ages and developmental levels. The divisions are evaluated separately during competitions.

Junior Division Grades 6-8

Senior Division Grades 9-12

Eligible Students

All students in grades six through twelve, whether they learn in public, private, parochial schools, or at home, may participate in History Day.

Competitions

The local school and district History Day competitions generally take place in February and March, with the state competition held in April. Students advance from preliminary competitions at the school and district level to the state and national contests. The national contest lasts for one week each June. Students must register in advance to enter any competition. Awards range from certificates and medals to monetary prizes.

The National History Day program makes studying history fun and challenging for students and teachers by:

Giving them opportunities to be creative and inventive through various mediums and technologies;

Letting them explore topics of interest to them;

Encouraging them to use primary source materials to form their own conclusions;

Giving them a forum in which to demonstrate their knowledge and skills to educators and their peers;

Teaching real-world thinking and communication skills as students advance from level to level of competition;

Recognizing and rewarding their achievements.

The National History Day program is an effective teaching and assessment tool for the classroom which:

Uses a variety of materials and strategies to engage students in genuine research;

Provides a structured format that corresponds to the inquiry components of the Maryland state goals for social studies;

Provides instruction and performance assessment tools that evaluate historical quality;

Contains components that can be shared across the disciplines.

Teachers may use history day in the classroom in a variety of ways:

As a long-term research project that is part of the curriculum;

As an enrichment activity for individuals or groups of students;

As the centerpiece of an interdisciplinary team project;

As a social studies elective or an independent study project.

History Day provides useful instructional materials:

National Materials

Annual Theme Supplement Topic and teaching suggestions, lesson plans with primary sources, and a discussion of the role of the Internet in studying history.

Contest Guide Detailed competition rules for the History Day categories.

Maryland Materials

Encountering Maryland's Past —

Primary source kits and teacher's guides, created from the collections of the Maryland Historical Society by Maryland teachers. Each volume corresponds to National History Day's annual theme and contains suggestions for creating research projects. Available from the Maryland Historical Society for $15.00.

Using History Day in the Classroom and in the Curriculum —

A useful guide for teachers, developed by a "master" Maryland History Day teacher with suggestions on incorporating History Day into the curriculum, from scheduling to assessments.

Resource Guide for Studying Maryland History —

Details how students can use local resources to develop National History Day projects for the year's theme.

For more information, please contact the Maryland History Day Program at 410-771-0650 or visit the website www.MarylandHistoryDay.org

State Coordinator: Jennifer Ford, Maryland Humanities Council

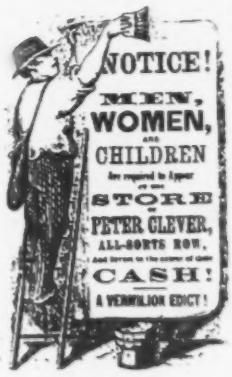
Maryland's History Day Timeline

	Teachers/Mentors	Students
Late Spring & Summer before Fall Semester Begins	Create long term plan, assessment strategies, curricular tie-ins; Coordinate with principal, supervisors & PTA; Set date for school fair; attend MHD workshops	(Students may begin working on History Day projects in July)
	Obtain resource materials for building skills & introducing the program	
	Communicate with regional offices	
September–December	Introduce primary and secondary sources; develop research skills	Meet with Teacher to talk about a possible project.
	Introduce History Day; theme, categories, rules, dates, deadlines	Select general topic; Do secondary research; Begin to narrow topic; Attend research workshop; Divide work tasks (group)
	Communicate with families	
	Hold research & library days, work sessions, guest speaker & mentor visits	Conduct primary research; Seek advice from teachers, mentors, family members; Select project category.
	Assess students' progress	
	Hold school fair: notify school community, families, orient judges, award prizes	Construct entry: rough drafts, sketches, materials, production tasks; Attend pre-competition production workshop
December–February	Assist students entering regional competition	Make necessary improvements to rough drafts to produce final product.
	Seek school and community recognition for students; Assist students entering state competitions	
February–March	Assist students entering National History Day; seek recognition for students	Regional advancers: Continue researching & revising projects
	Attend NHD, workshops	State advancers: Improve entry for State History Day
April–June		National advancers: Improve entry for National History Day
		Present project at National History Day

ENCOUNTERING MARYLAND'S PAST
Source Kit from the Maryland Historical Society
A primary

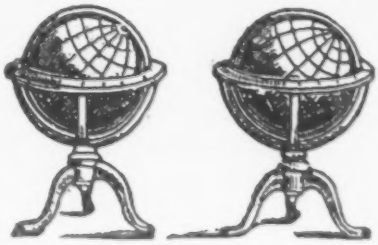
KEY TO
PRIMARY SOURCE ICONS

AD/BROADSIDE



DOCUMENT

MAP

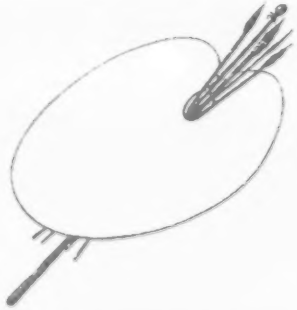


NEWSPAPER

OBJECT

ORAL HISTORY

PICTURE



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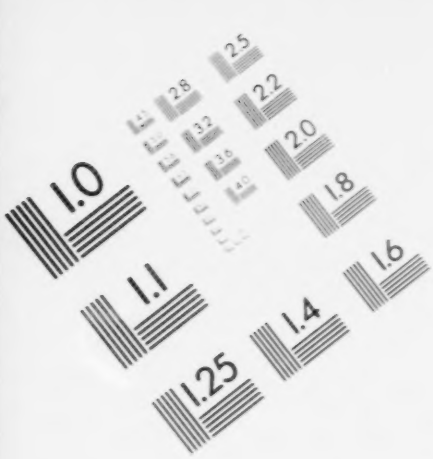
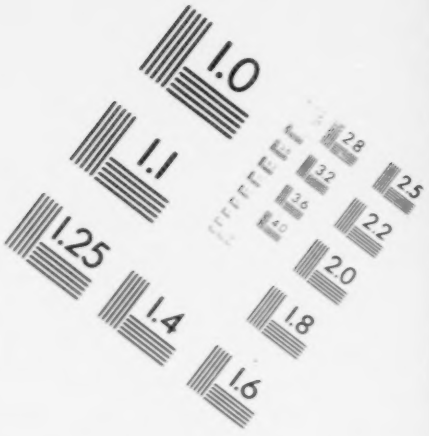


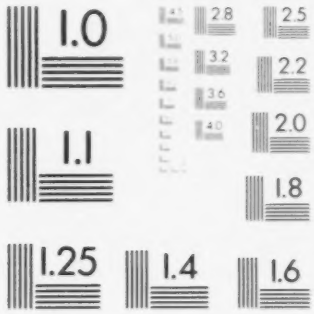
AIIM

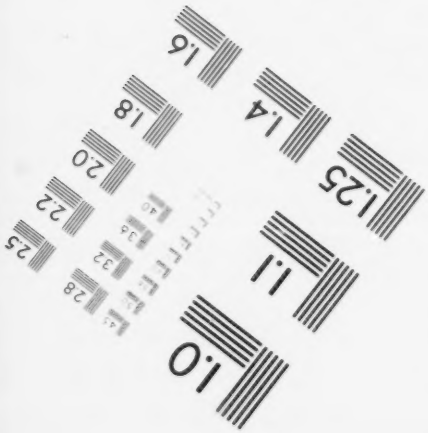
Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

301/587-8202







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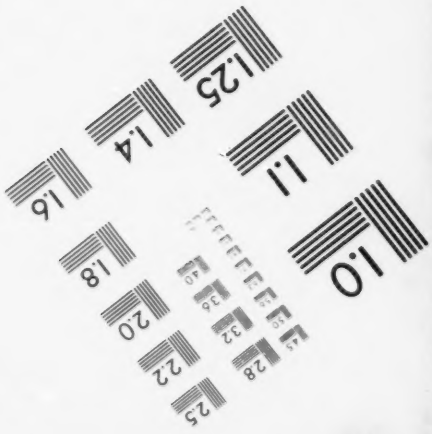
BY APPLIED IMAGE, INC.



Primary vs. Secondary Sources: A Comparison

Examine a historical event by looking at both a primary and a secondary source related to it. Record the information you find in each below.

Primary Source	Secondary Source
Who?	Who?
What?	What?
When?	When?
Where?	Where?
Why?	Why?
Adjectives used to describe the person or event:	Adjectives used to describe the person or event:
Summary of the event/person:	Summary of the event/person:
Strengths of the source:	Strengths of the source:
Weaknesses of the source:	Weaknesses of the source:

Which source do you think provides the most accurate depiction of what happened? Defend your choice with at least three reasons.

1. _____
2. _____
3.

PRIMARY OR SECONDARY?

In the first column: Make a list of the characteristics of primary and secondary sources based on the two sources you have just examined. Try to list at least six for each type of source.

In the middle column: Examine the source you have brought to class. Check off any characteristics that apply to it.

In the third column: Cite evidence from your source to support your findings.

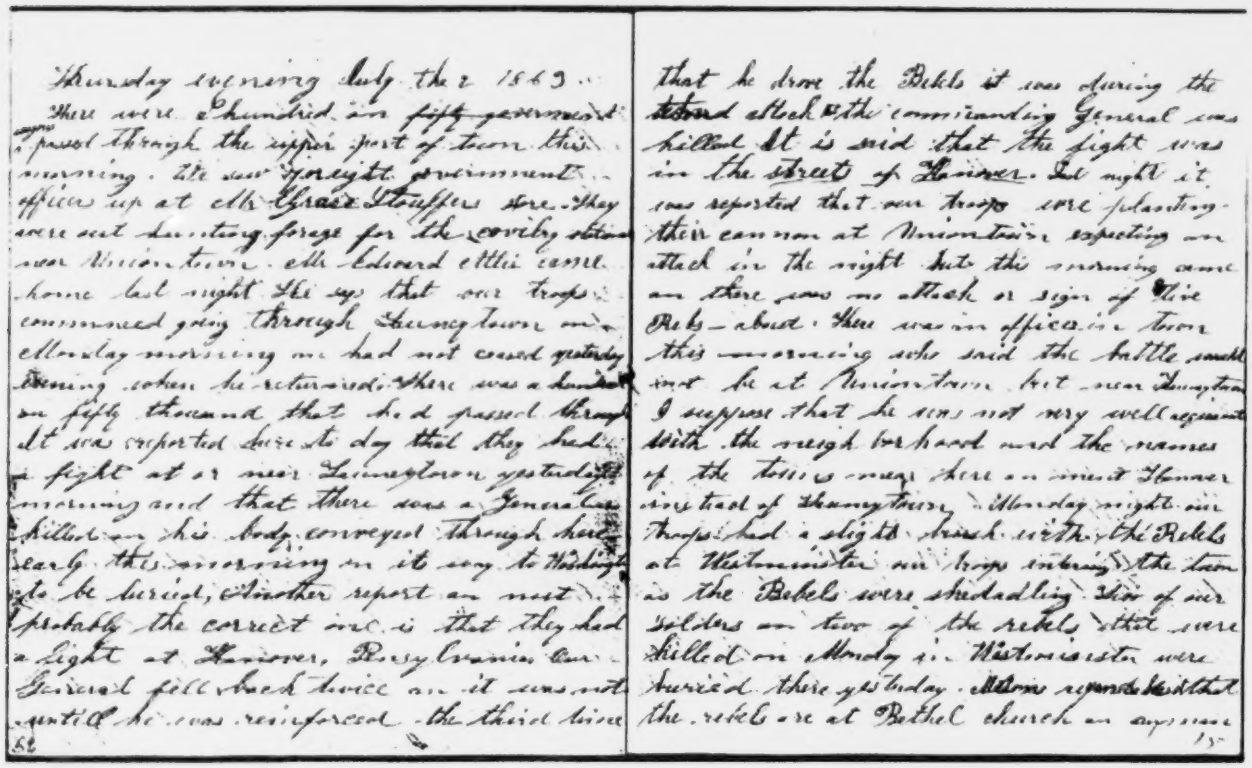
Characteristics of Primary Sources	Primary or Secondary?	Cite evidence from the source.
1.	❒1.	
2.	❒2.	
3.	❒3.	
4.	❒4.	
5.	❒5.	
6.	❒6.	
Characteristics of Secondary Sources		
1.	❒1.	
2.	❒2.	
3.	❒3.	
4.	❒4.	
5.	❒5.	
6.	❒6.	

Does your source have more of the characteristics of a PRIMARY or a SECONDARY source? _____Primary _____Secondary

PRIMARY SOURCE to use with worksheet "Primary Vs. Secondary Sources: A Comparison"

Topic: Battle of Gettysburg from a Maryland Perspective

Use the worksheet "Primary vs. Secondary Sources: A Comparison" to research the battle of Gettysburg. Compare this diary excerpt with information found in an American history textbook.



Thursday evening July the 2 1863
There were a 6 hundred an fifty government wagons passed through the upper part of town this morning. We saw 7 or eight government officers up at Mr. E—— Stouffers store. They were out hunting forage for the cavilry stationed near Uniontown. Mr Edward Atlie came home last night. He says that our troops commenced going through Tauneytown on Monday morning an had not ceased yesterday evening when he returned. There was a hundred an fifty thousand that had passed through. It was reported here to day that they had a fight at or near Tauneytown yesterday morning and that there was a General killed an his body conveyed through here early this morning on its way to Washington to be buried, Another report an most probably the correct one is that they had a fight at Hanover, Pensylvania. Our General fell back twice an it was not until he was reinforced the third time that he drove the Rebels it was during the third attack that the commanding General was killed It is said that the fight was in the streets of Hanover. Last night it was reported that our troops were planting their cannon at Uniontown expecting an attack in the night but this morning came an there was no attack or sign of live Rebs about. There was an officer in town this morning who said the battle would not be at Uniontown but near Tawneytown I suppose that he was not very well acquainted with the neighborhood and the names of the towns near here an ment Hanover instead of Tauneytown. Monday night our troops had a slight brush with the Rebels at Westminster our troops entering the town as the Rebels were skedadling. 200 of our solders an two of the rebels that were killed on Monday in Westminster were buried there yesterday. Atlie's report has it that the rebels are at Bethel church an a man

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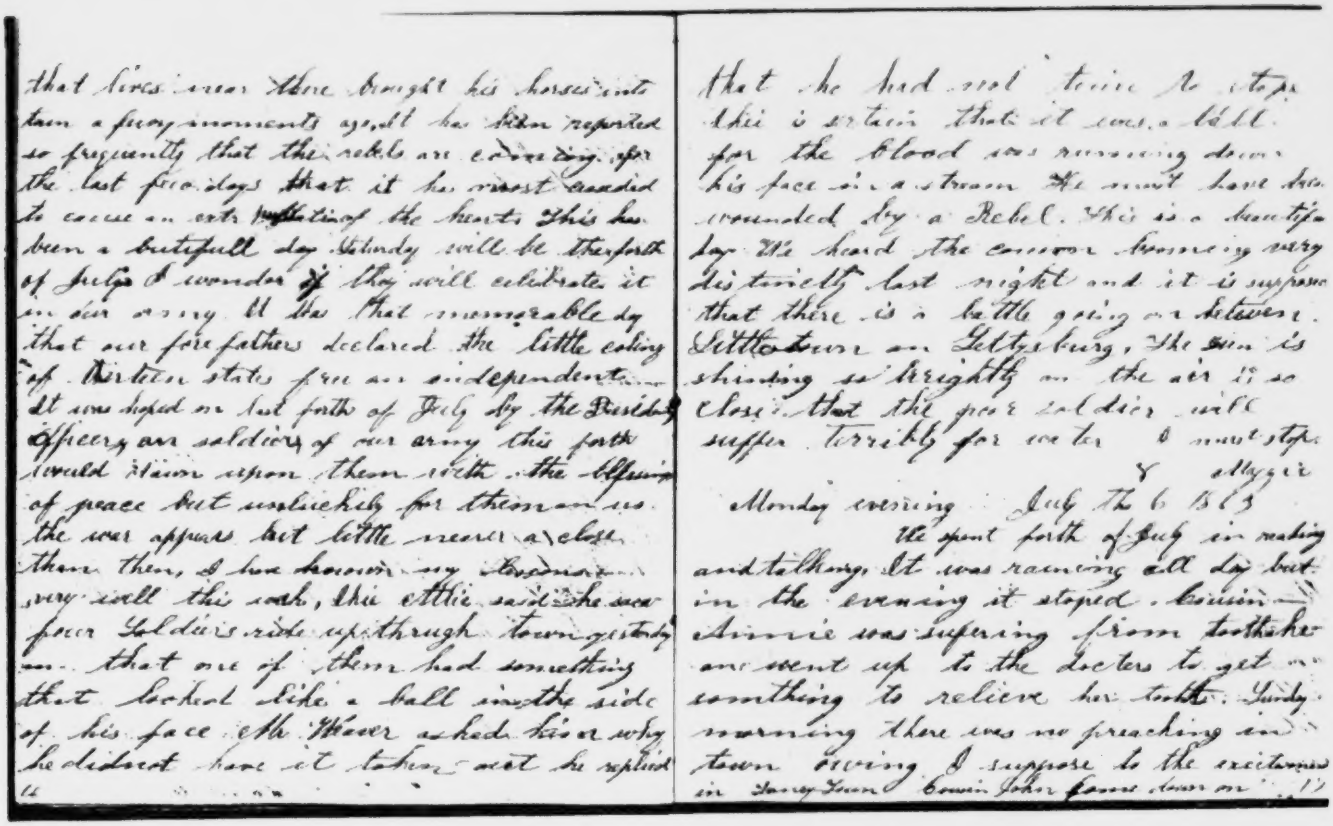

that lives near there brought his horses into
town a few moments ago. It has been reported
so frequently that the rebels are coming for
the last few days that it has most ceasedid
to cause an extr pulsation of the heart. This has
been a butifull day. Saturday will be the forth
of July. I wonder if they will celebrate it
in our army. It was that memorable day
that our forefathers declared the little coliny
of thirteen states free an independent
It was hoped on last forth of July by the President,
officers, an soldiers, of our army this forth
would dawn upon them with the blessings
of peace but unluckily for them an us
the war appears but little nearer a close
than then. I have known my lessons
very well this week, Ikie Atlie said he saw
four soldiers ride up thrugh town yesterday
an that one of them had something
that looked like a ball in the side
of his face. Mr. Weaver asked him why
he did not have it taken out he replied

that he had not time to stope
Ikie is sertain that it was a ball
for the blood was running down
his face in a stream He must have been
wounded by a Rebel. This is a beautiful
day. We heard the cannon booming very
distinctly last night and it is supposed
that here is a battle going on betwen
Littlestown and Gettysburg. The sun is
shining so brightly an the air is so
close that he poor soldier will
suffer terribly for water I must stop.

Maggie

Monday evening July the 6 1863

We spent forth of July in reading
and talking. It was raining all day but
in the evening it stoped. Cousin
Annie was suferring from toothacke
an went up to the docters to get
something to relieve her tooth. Sunday
morning there was no preaching in
town owing I suppose to the excitement
in Taney Town Cousin John come down on

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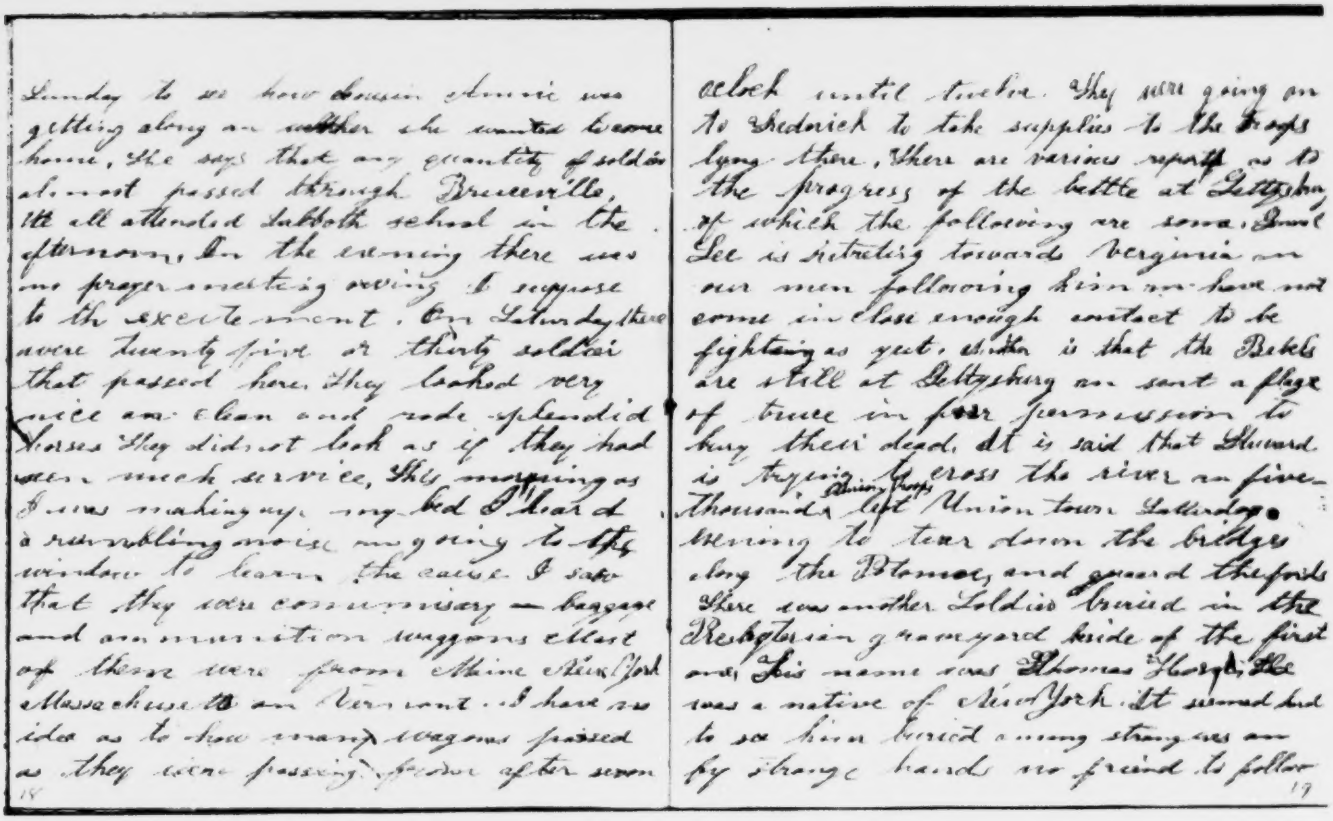

Sunday to see how Cousin Annie was
getting along an wehther she wanted to come
home, He says that any quantity of soldier
almost passed through Bruceville,
We all attended Sabboth school in the
afternoon. In the evening there was
no prayer meeting owing I suppose
to the excitement. On Saturday there
were twenty five or thirty soldier
that passed here. They looked very
nice an clean and rode splendid
horses They didnot look as if they had
seen much service. This morning as
I was making up my bed I heard
a rumbling noise an going to the
window to learn the cause I saw
that they were comimisary baggage
and ammunition waggons Most
of them were from Maine New York
Massachusetts an Vermont. I have no
idea as to how many wagons passed
as they were passing from after seven

18

oclock until twelve. They were going on
to Frederick to take supplies to the troops
lying there. There are various reports as to
the progress of the battle at Gettysburg
of which the following are some. General
Lee is retreting towards Virginia an
our men following him an have not
come in close enough contact to be
fighting as yet. Another is that the Rebels
are still at Gettysburg an sent a flage
of truce in for permission to
bury their dead. It is said that Steward
is trying to cross the river an five
thousand Union troops left Union town Satterday
evening to tear down the bridges
along the Potomac, and guard the fords
There was another Soldier buried in the
Presbyterian graveyard beside of the first
one His name was Thomas —— (Lloyd?). He
was a native of New York. It seemed hard
to see him buried among strangers an
by strange hands no friend to follow

19

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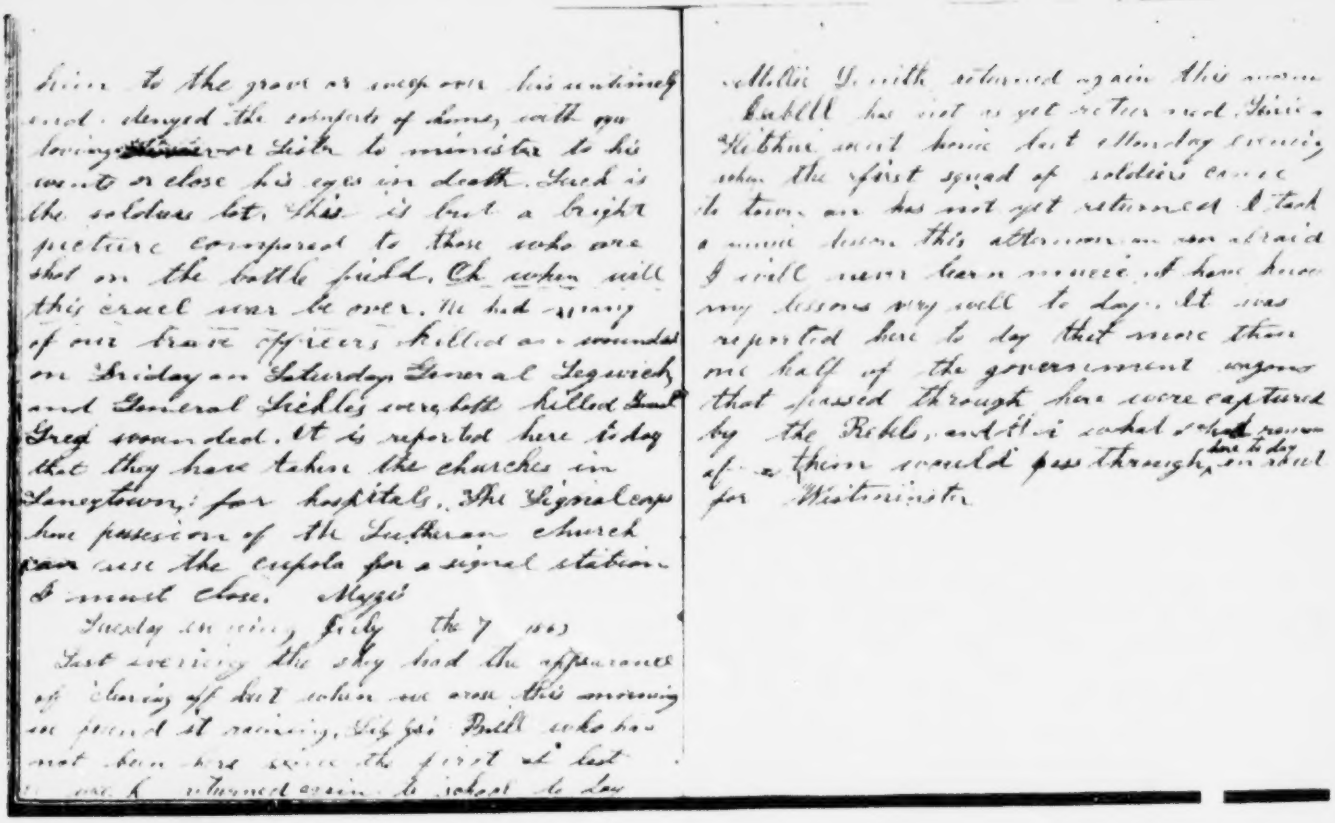

him to the grave or weep over his untimely
end denyed the comferts of home, with no
loving —— or Sister to minister to his
wants or close his eyea in death. Such is
the soldiers lot, This is but a bright
picture compared to those who are
shot on the battle field. Oh when will
this cruel war be over. We had many
of our brave officers killed an wounded
on Friday an Saturday. General Segwick
and General Sickles were both killed General
Greg wounded. It is reported here today
that they have taken the churches in
Taneytown for hospitals. The Signal corps
have possesion of the Lutheran church
an use the cupola for a signal station
I must close. Maggie

Tuesday evening July the 7 1863
Last evening the sky had the appearance
of clearing off but when we arose this morning
we found it raining. Lizzie —— who has
not been here since the first of last
week returned again to school to day

Mollie Smith returned again this morning
Isabell has not as yet returned. ——
—— went home last Monday evening
when the first squad of soldiers came
to town an has not yet returned I took
a music lesson this afternoon an am afraid
I will never learn music I have known
my lessons very well to day. It was
reported here to day that more than
one half of the government wagons
that passed through here were captured
by the Rebels, and that what —— remain
of them would pass through here to day en route
for Westminster.

198

Maryland Historical Society
MS 1860
Reproduction granted for classroom use

How to interpret an ad or broadside

Title: _____

Topic: _____ Date: _____

Collection of: _____

WARM-UP

Look at the ad or broadside. Think about the ads you see everyday. What current ad is similar to the one you are examining?

_____

_____

_____

_____

_____

_____

How are they alike?

_____

_____

_____

_____

_____

_____

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_____

_____

_____

1. Complete the web on the back.

What is the most important information this source provides? Be sure to cite specific evidence.

_____

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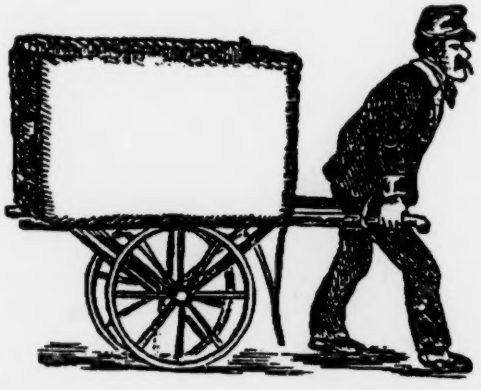
Created by the Maryland Historical Society



A. What is the ad or broadside selling or promoting?

B. What is the first element in the ad or broadside you are drawn to?

C. Why did the creator of the ad or broadside want to draw your attention to this element?

D. What images or types of images are used in the ad? Why are they included?

E. What is the main idea of the text in the ad or broadside?

F. Who is the intended audience?

What selling points did the advertiser use to appeal to the audience?

G. Is this ad persuasive? Why or why not?

Created by the Maryland Historical Society

How to interpret a document

Title: _____

Author: _____ Date : _____

Collection of: _____ Document # or Page #: _____

WARM-UP

Someone saved the document you are using. Why do you think they chose to save it?

_____

_____

_____

_____

_____

_____

What documents in your life might be saved?

_____

_____

_____

_____

What might they tell future historians about you?

_____

_____

_____

_____

_____

1. Using the document, complete the following web.

FORM/ TYPE OF DOCUMENT:	AUDIENCE:
TOPIC:	PURPOSE:

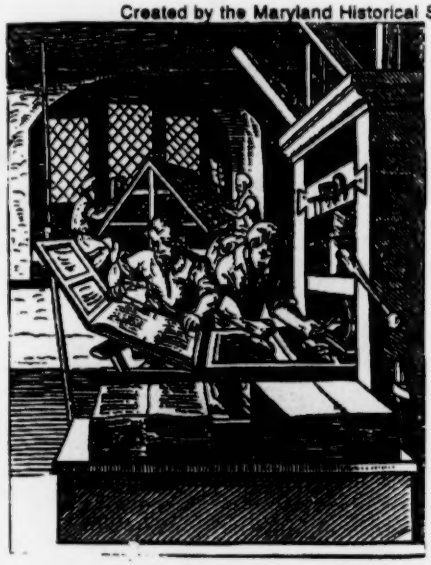
Created by the Maryland Historical Society

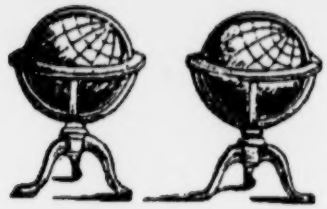
2. When was the document written? Cite evidence from the source to support your answer.

3. Why was the document created? Cite evidence from your source to support your answer.

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

Created by the Maryland Historical Society





How to interpret a map

Title of Map: _____

Date Created: _____ Mapmaker: _____

Collection of: _____

Place Shown on Map: _____

WARM-UP

Trace a route on your map. Describe this route to another student. Can your partner find the route from your description?

What words were most helpful in describing your route? Why were these useful?

_____

_____

_____

_____

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_____

_____

1. Which of the following map elements can you find on the map?

❑Title	❑Author (mapmaker)
❑Legend	❑Scale
❑Compass	❑Date

2. What does the map tell you about the place and time when it was created?

_____

_____

_____

_____

_____

_____

_____

3. What is the purpose of this map?

_____

_____

_____

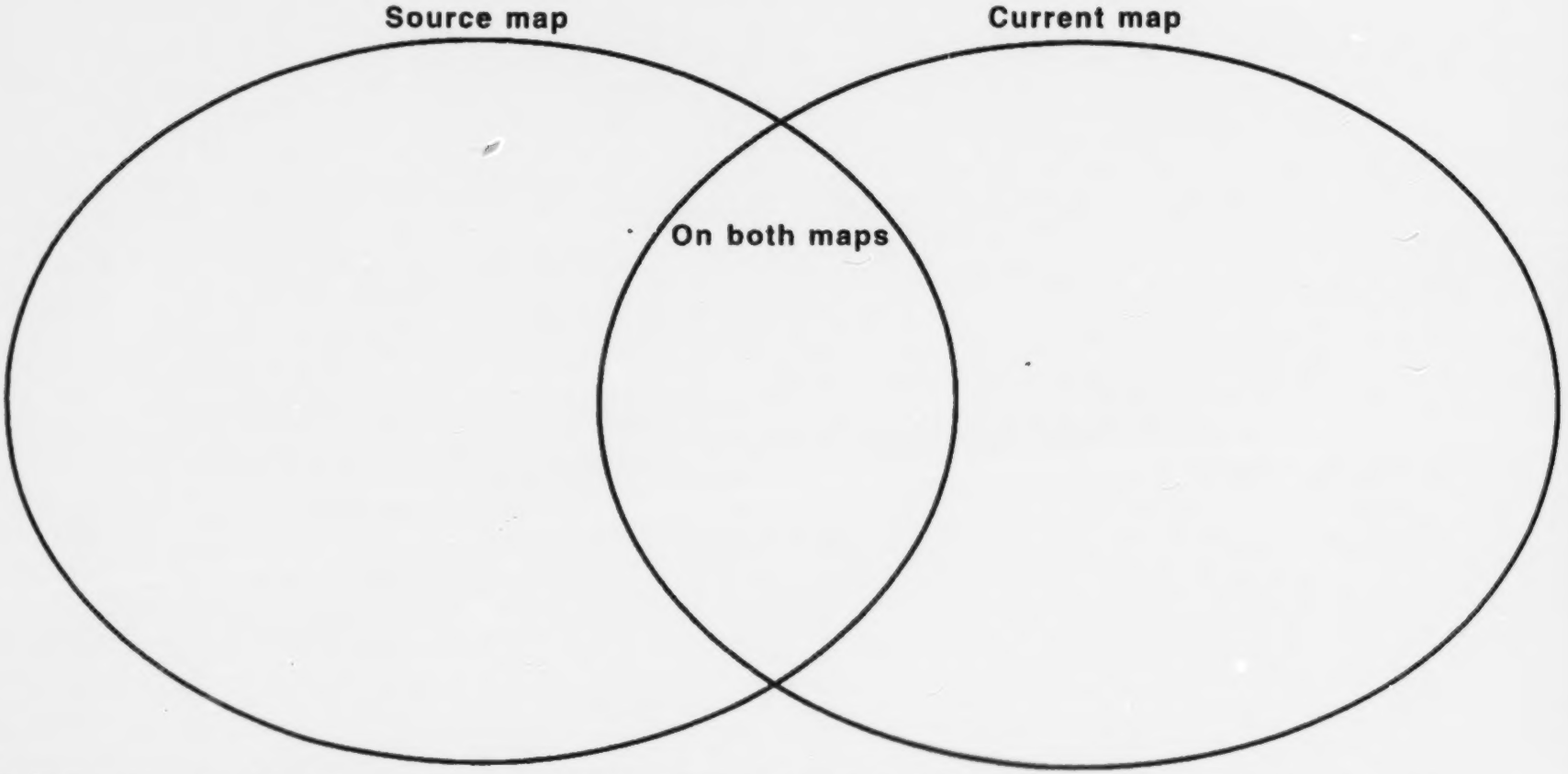
_____

_____

_____

Created by the Maryland Historical Society

4. Venn Diagram: Compare your map to a current map of the same area. Record information and characteristics that the two have in common and information unique to each below.



What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

How to interpret a newspaper article

Article Name: _____ Author: _____

Newspaper: _____

City: _____ Date: _____

Page #: _____ Collection of: _____

WARM-UP

What parts of the newspaper do you read?

_____

_____

_____

_____

_____

What do you think that says about you?

_____

_____

_____

_____

_____

As you work with newspapers, think about the people who might have read them.

1. Skim through the newspaper article. What phrases and words catch your attention?

_____

_____

_____

_____

_____

2. What was the author's purpose in writing the article?

_____

_____

_____

_____

_____

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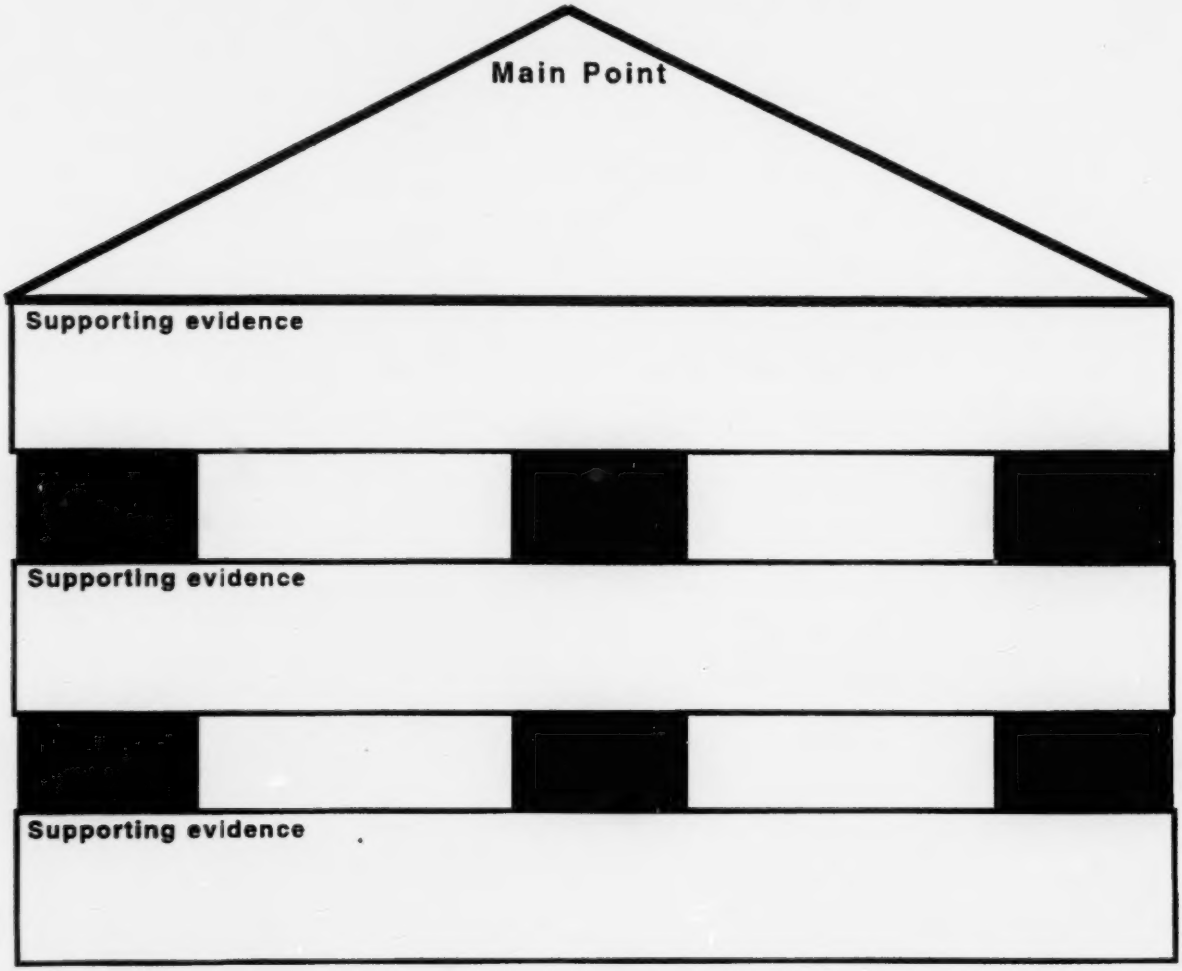
_____

Created by the Maryland Historical Society

3. Re-read the article. Complete the web below to show the main point of the article and the evidence that supports this point.



What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

Created by the Maryland Historical Society

How to interpret an object

Object: _____

Maker: _____ Materials: _____

Where was it made? _____ When? _____

Collection of: _____

WARM-UP

Imagine this object in use. Who would be using it? What other objects would be there? Draw or describe its environment below.

1. Complete the web on the back.

2. What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

_____

_____

_____

_____

_____

1. What is the object made of?

2. Describe or sketch any distinguishing marks, writing, or other clues that might help determine how the object was used.

6. Is there anything that has replaced this object today? How and why is it different?

OBJECTS

3. Describe how it might have been used.

5. What does the object say about the life, times, and technology of the people who used it?

4. How was this object made? Why was it made this way?

Created by the Maryland Historical Society

How to conduct an oral history

My research topic is: _____

WARM-UP

1. List five things you have already learned by researching your topic:
   - ☞ _____
   - ☞ _____
   - ☞ _____
   - ☞ _____
   - ☞ _____

2. Through conducting my interview I hope to learn:
   _____
   _____

3. Brainstorm a list of people you could interview to learn more about your topic.

4. Circle the best person to interview. Why are they the best choice?
   _____
   _____

Developing Interview Questions

Hint: Try to ask open-ended questions - questions that cannot be answered "yes" or "no."

The Question Words: Create questions that begin with the following words.

Topic:			
	What?		☐
	Where?		☐
	When?		☐
	Why?		☐
	How?		☐

Sentence Starters: Fill in the blank to write a question.

Tell me what you remember about... _____. ☐

What is your first memory of... _____? ☐

What was your life like during... _____? ☐

How was your family affected by... _____? ☐

What did you learn from... _____? ☐

Create Your Own Interview Questions:

☞ _____? ☐

☞ _____? ☐

☞ _____? ☐

Revising Your Interview Questions

Read through your questions (above) and cross out any *yes* or *no* questions.
In the boxes number the questions in the order you would like to ask them.
Share your questions with a peer to correct any problems.
Rewrite your questions in order on a separate sheet of paper.

Introduction to the Interview

Read this introduction into the tape recorder before beginning the interview.

"My name is _____. I am a student at _____.

I am conducting an interview with _____ at _____.

This interview is being conducted _____(in person, by telephone, or e-mail).

Today is _____. I have chosen to interview this person about _____,

because _____

He/She was born on _____."

Interview Checklist

Before the interview

- ☐ Conduct research on your topic and identify a goal for your interview.
- ☐ Contact the person you wish to interview.
  - ☛ Introduce yourself (including the name of your school).
  - ☛ Explain the purpose of the interview.
  - ☛ Arrange a time and date for the interview.
- ☐ Develop and review interview questions.
- ☐ Send a letter to confirm the interview date, time, and place.
- ☐ Gather supplies.
  - ☛ Tape recorder and tapes (label with interview date and interviewee's name)
  - ☛ Pencil and paper
- ☐ Do a trial run of the interview with a parent or classmate.

During the interview

- ☐ Arrive on time.
- ☐ Greet the person you will be interviewing.
- ☐ Fill in the blanks for the "Introduction to the Interview."
- ☐ Set up recording device and begin recording - start by reading aloud the "Introduction to the Interview."
- ☐ Conduct the rest of the interview.
- ☐ Thank the interviewee.

After the interview

- ☐ Send a note of appreciation to the person you interviewed.
- ☐ Prepare an outline of the interview.
- ☐ Transcribe the interview and your notes while the interview is still fresh in you mind.

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

Conducting an Oral History:

Some Helpful Hints

Adapted from **You in History** *by Kathryn Smith*

1. Select a person who has memories of the time, place, or event in which you are interested. It helps if the person has at least a fair memory and talks easily. If you do not know him or her personally, try to find someone who might introduce the two of you. If not, go to that person and introduce yourself. After you have met, explain your project and ask if he or she would be willing to talk to you about it. Set a time and place that will be convenient.

2. Be clear in your own mind what you want to find out.

3. Finish your background research before the interview. You will be better able to ask good questions and to understand what the person is saying. Bring some other sources such as old pictures or news clippings to prompt reminiscences during the interview. You might say, "I read in the yearbook that you were the most popular person in your class." Interviewees are impressed when the interviewer has done his or her homework.

4. Make a list of questions to use as a guide. Start with general questions which cannot be answered "yes" or "no." For example, "What are some of the things you remember happening at school?", not "Do you remember what teacher you had for first grade?"

5. Be flexible; don't expect to follow your list of questions exactly. You may think of new questions during the interview, and some things will remind your interviewee of other interesting topics you might not have thought to ask about. If he or she gets seriously off the subject, you could bring the interview back to the topic with a reference to a previous item of interest, such as "I was interested in what you said about all the mud on the playground. Can you tell me about that?"

6. Be sensitive to your interviewees. They may be shy or embarrassed when they can't remember dates or events. Don't give them the impression you are testing them. Encourage them to tell stories in their own way, rather than give you specific answers they may not know.

7. As the interview proceeds, be interested, be encouraging, be friendly, and be appreciative. Look the person in the eye. A few "don'ts":

DON'T interrupt.

DON'T offer your own opinions.

DON'T tell the person they are wrong if you have heard or read something different from what he or she is telling you.

DON'T give the impression you know more than he or she does.

DON'T be afraid of short pauses. Give the person time to think. You might miss something if you rush in with a new question at every pause.

8. Ask the interviewee if he or she has any materials, such as photos or clippings, that might help with your research. If something is lent to you, take good care of it and return it as promised.

9. Be friendly. When the interview is over, don't run away. Talk a little about something else. Make sure you have the person's name (spelled correctly), address, and telephone number.

10. Offer to share the results of the project with your interviewee and follow up if he or she is interested.

11. If you are going to use the interview in any public way, be sure to get the permission of your subject in writing.

How to interpret an oral history

Interview with: _____

Interviewed by: _____

Topic: _____

Date of Interview: _____ Place of Interview: _____

Collection of: _____

WARM-UP

Briefly interview another classmate about the most important event he/she has witnessed. Take notes on your interview:

What problems and challenges did you have getting information from your partner?

_____

_____

_____

_____

1. Read the primary source interview. Briefly summarize the content of the interview.

_____

_____

_____

_____

_____

_____

_____

_____

2. What was the best question the interviewer asked? Why was it the best?

_____

_____

_____

_____

3. What was the worst question the interviewer asked? Why was it the worst?

_____

_____

_____

_____

Created by the Maryland Historical Society

4. Did the person experience the events as a participant or spectator?

How does this affect the way the person being interviewed remembers the event? Cite specific evidence from the source to support your answer.

5. What was the purpose of the interview? How do you know?

6. How does this source differ from a textbook description of the same event?

7. How can the textbook and the interview together contribute to your understanding of the event?

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

Created by the Maryland Historical Society

How to interpret a picture

Picture Title: _____

Collection Of: _____

Date: _____ Type of Picture: _____

WARM-UP

Sketch the main elements of the picture in the box below or write a caption to describe what is happening.

1. Look at the entire picture. What clues can you find about the location and date of the picture?

_____

_____

_____

_____

Created by the Maryland Historical Society

2. Imagine the picture is divided into four segments. Use the following grid to examine the four parts of the picture.

Objects: Activities: People:	Objects: Activities: People:
Objects: Activities: People:	Objects: Activities: People:

3. What are the main messages of the picture?

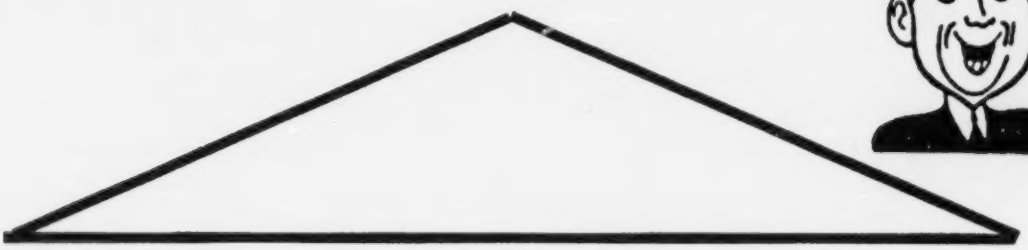
4. What are the secondary messages of the picture?

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

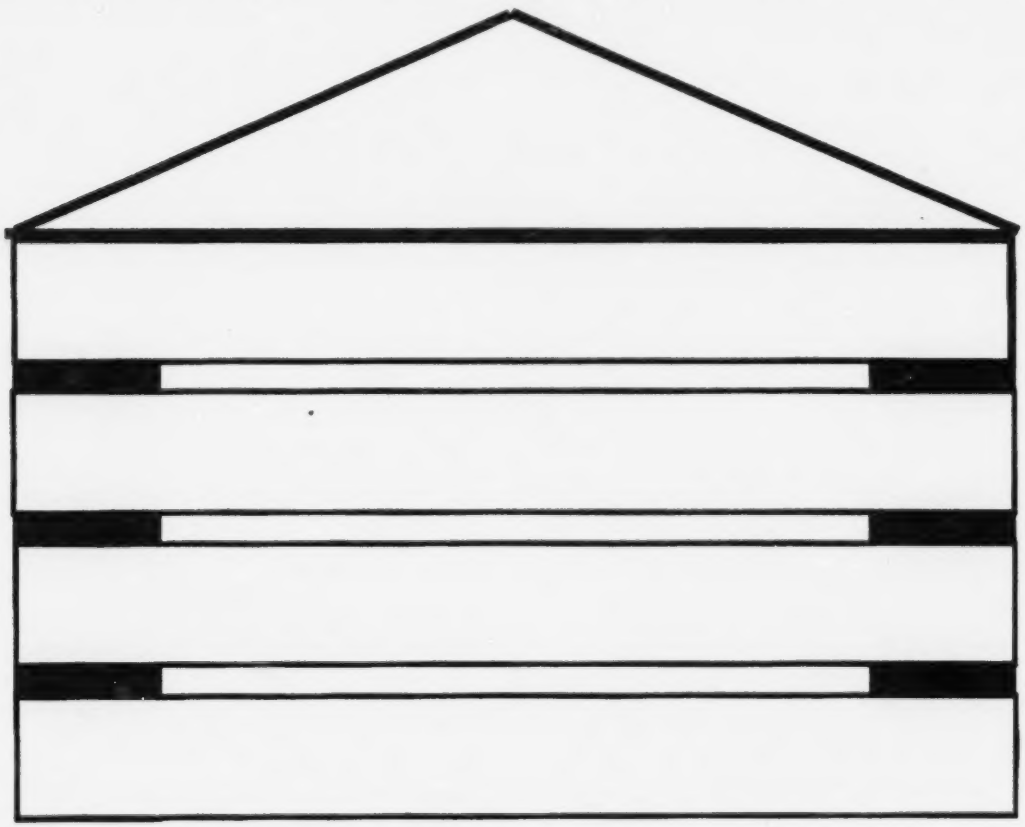
Created by the Maryland Historical Society

Ideas to projects

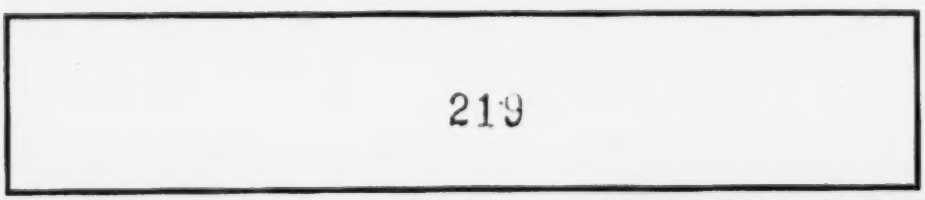
1. Start with a general idea:



2. Brainstorm more specific topics from your general idea:



3. Choose ONE specific topic that interests you:



Created by the Maryland Historical Society

4. The next step is to create a thesis. What is a thesis?

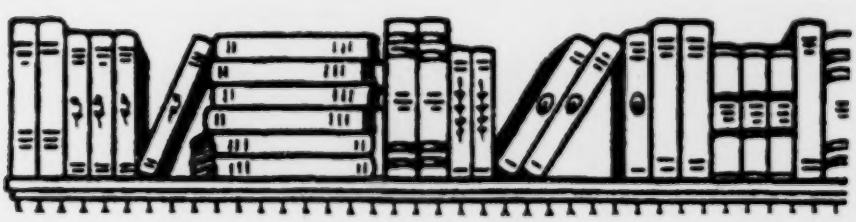
A THESIS is a provable assertion that creates a purpose for your research and informs the reader what to expect from your work.

5. Write your thesis in the box below. Remember that you will be proving an idea that originated with you.

6. Create a list of primary and secondary sources that might help you in your research:

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Created by the Maryland Historical Society



"The Top Ten" for Elementary School Students

NUMBER ONE
(Corresponds to Primary Source #6)

Focus Questions

In what ways is the classroom in the picture a different learning environment than your classroom?

In what ways is your classroom a better learning environment? Support your answer using personal experience and what you observe from the photograph.

Photographic Examination

Divide the students into cooperative groups.

Pass out copies of the photograph to each group.

Have the students answer questions about the photograph. In what year do you think the picture was taken? What is the setting? What is happening? Give the photograph a title. Etc.

Note: You can also use the worksheet "How to interpret a picture" in the Teacher's Guide.

Comparing Then and Now

Compare your classroom to the classroom in the photograph. Use the T organizer to make the comparisons.

Write a comparison paragraph highlighting at least two similarities and two differences between the classrooms.

Writing to Persuade

Some schools in the United States are now requiring students who speak English as a second language to be fully included in classes with their English-speaking peers. In full immersion school, non-English- speaking students receive all instruction in English and receive some daily or weekly small group instruction to teach them the basics of the English language. There are many reasons for this decision. One reason is so students learn English more quickly through constant exposure to the language.

Would you like it if your school required every non-English-speaking student to learn by being taught in the English language instead of receiving instruction by a bilingual educator in a small group setting? Write a business letter to your principal persuading him/her to agree with your position. Be sure to include reasons to support your opinion.

"The Top Ten" for Elementary School Students

NUMBER TWO
(Corresponds to Primary Source #7)

Introduction

One way to find out about the past is to talk to people who lived it. This interview with Senator Troy Brailey in 1976 provides insight into the issue of civil rights in Baltimore during the 1940s-1970s. Have students independently read the interview and answer the focus questions.

Focus Questions

What specific role did Mr. Brailey play in the civil rights movement in Baltimore?

From the interview, what were some struggles that African Americans in Baltimore faced in the 1950s?

Mr. Brailey was asked what was the nature of the black power structure in Baltimore? How did he respond? Did he name specific organizations or influential people?

Writing to Express Personal Ideas

Create a "found poem" with excerpts from this oral history of the civil rights movement in Baltimore. Ask each student to jot down the four most poignant phrases from the source on large strips of paper. Work together in groups to combine the phrases into a poem. If more than one person selects the same line, it might be used as a title or refrain. The poem could focus on Mr. Brailey's history and experiences, the fight for employment and upgrading of African-American positions, or the principles of Governor/Mayor McKeldin to provide equal justice for all citizens of Maryland.

Compare

Using current events, research the political structure in Maryland. What are some of the issues being debated in the Maryland General Assembly? Is there pressure from a specific organization to pass or oppose a bill? Write a comparison of the political structure in Maryland today compared to the time of Mr. Brailey's term in the Senate.

"The Top Ten" for Elementary School Students

NUMBER THREE
(Corresponds to Primary Source #12)

Introduction

Ocean City was, at one time, Maryland's only seashore resort. The ads and broadsides for Ocean City offer visual evidence of the fashions and activities that were important to Marylanders seeking a summer vacation at the beach.

Focus Question

How have the priorities of vacationers visiting Ocean City changed since these ads were created?

Photographic Examination

Ask students to complete the worksheet "How to interpret an ad or broadside" found in the Teachers' Guide.

Discuss the students' interpretations of the ads.

Write an Advertisement

As a group, ask students to compare Ocean City now with the Ocean City pictured in the ads.

Share a few current Ocean City advertisements from brochures or magazines. Discuss the form and audience.

Have students create a brochure or advertisement to persuade Marylanders to visit Ocean City.

Before beginning to create their ad, have students identify a theme and audience for their ad.

"The Top Ten" for Elementary School Students

NUMBER FOUR
(Corresponds to Primary Source #13)

Introduction

Pictures may reveal customs, preferences, and styles of a time period and permit us to view people at a variety of moments in their lives. Ask students to study the pictures taken in Baltimore in the 1940s, remembering that they reflect the photographer's judgment as to what was important at the time.

Focus Question

How have the commercial and intellectual frontiers of Baltimore changed since these pictures were taken?

Oral Histories

One way to find out about the past is to talk to people who lived it. Many traces of history are carried in the memories of participants in, and eyewitnesses to, historical events. Interviews can fill in details and add stories left out of the written record or those that were simply forgotten.

Ask each student to choose one of the following activities which involve their families in the gathering of historical information.

A Saturday Afternoon

Ask students, their parents, their grandparents, and other relatives to describe a typical Saturday afternoon when they were the students' age. Compare and contrast the descriptions with the pictures of Wiseman's Grocery and the west side Market Place.

Family Ties

Interview relatives about their experiences during the era in which these pictures were taken. Compare and contrast the descriptions with the pictures of Wiseman's Grocery and the west side Market Place.

Writing to Persuade

Imagine you are a person living in the Eager Street community in the late 1940s. You visit Wiseman's Grocery often and are interested in working there for the summer. Write a letter to Mr. Wiseman asking for a job. Think about the items being sold in the store and the chores that Mr. Wiseman will ask you to complete. Be sure to list your specific qualifications and skills. Remember there are few jobs in the area, and Mr. Wiseman will receive several requests like yours.

"The Top Ten" for Elementary School Students

NUMBER FIVE
(Corresponds to Primary Source #15)

Background Information

On an overhead, display the examples of the paper money and bank notes for the students. During the "hard times" of 1835-1860, money was not regulated, and many institutions/people were issuing enormous amounts of money that were not backed by a bank. Money was originally printed on only one side to save costs. Since the money was not secured and had no value, people holding the money could not redeem it. This angered many people. They decided to use the money for their own purposes by printing advertisements or personal narratives on the back of the money and putting it back into circulation. Eventually, the unauthorized printing stopped, and the government took control of printing currency.

Focus Questions

What made the years between 1835-1860 "hard times"?
Why did printed paper money come into circulation at this time?
What were some unusual endorsements found on the back of paper money?

Reading to Be Informed

Have students read the article from *Maryland Historical Magazine*, 94 (Fall 1999) and answer questions.

Spinning a Story

Divide students into cooperative learning groups.
Give each student a copy of a bank note.
Ask students to write a story as a team based on their bank note. Students should examine the bank note for ideas and take turns adding a sentence to the story.
Have groups share and compare their stories.
How historically accurate are the stories?

"Unusual Endorsements": Paper Money in Maryland during the Nineteenth Century

DENWOOD KELLY

"The way to make the Baltimore Bankers pay specie," one disgruntled bearer wrote on the back of an unredeemed twenty-five cent bank note sometime around 1840: "You just erect a gallows in front of every banking house in this city, and show their officers *a hempen rope* — then they will fork up."

The panic and depression of 1837–1841 were among the most severe in the history of the United States, rivaling even the Great Depression of the 1930s in the amount of misery caused for the general population of the entire country. Maryland was no exception, as a number of its banks suspended the payment of specie in exchange for bank notes in mid-May 1837, following the lead of banks in New York, Philadelphia, and other major cities, which had made similar suspensions following the collapse of a number of English banking houses. The hoarding of coins of all denominations and metals began promptly and had an increasingly detrimental effect on the general economy because of the difficulty of conducting day-to-day business without the availability of an adequate supply of small change.

To fill the void, many forms of printed paper money came into circulation throughout Maryland and most other states. Typically the redemption statement on such notes and scrip provided for redemption by their issuers only when the notes were submitted in increments of at least five dollars or more, and even then might be exchanged for notes of other issuers! Much of this paper was issued by so-called "savings institutions," or "savings funds," whose proprietors were quickly dubbed "shinplaster bankers" by the local press and the general public, as such notes themselves had been called "shinplasters" for years. The term derived from the small paper plasters saturated with tar, vinegar, and other compounds commonly applied to sore shins. The slang term had come into use as early as the latter part of the Federal period to describe any unsecured or inadequately secured paper money, especially notes greatly depreciated from their face value. The term was quickly applied to notes of small size or small face value as well.

All of the Baltimore newspapers, as well as most of those in the other cities and towns of Maryland consistently editorialized against the banks' refusals to redeem their notes in specie and decried the proliferation of privately issued scrip. Some of their criticism was vitriolic in tone, and few opportunities were lost to criticize those under scrutiny.

Many of the notes in circulation were printed only on one side, probably to reduce production cost. The blank backs sometimes bear signatures of persons from whom the owners had received them, in case they were refused during circulation. Less frequently they may be found bearing printed business advertisements. Occasionally a note is encountered which bears on its back the bitter comment of an unhappy former owner, who was unable to redeem the note or otherwise found it unacceptable by others. It is these types of "endorsements" that have fascinated us. A few examples are illustrated herewith.

"The Top Ten" for Elementary School Students

NUMBER SIX
(Corresponds to Primary Source #19)

Introduction

A special session of the Maryland General Assembly was called on September 20, 1920. This special session was held to amend the election laws of Maryland to handle increased numbers of voters expected after the passage of the 19th Amendment (women's suffrage). In cooperative groups, have students brainstorm a list of injustices they have witnessed at school. When they are finished brainstorming, have them choose one rule or procedure they feel is unfair and would like to protest. Based upon the injustice that their group chooses, each student should independently complete the following prompt.

Picket Signs

Examine Journal of Proceedings. What changes in the election laws were the Gentlemen of the General Assembly of Maryland proposing?

You will be creating a persuasive picket sign. Write a phrase that strongly expresses your opinion about the injustice your group chose. Remember you are writing to persuade, so be sure your words encourage people to share your opinion. Take advantage of resources such as a thesaurus if you need help choosing the most effective words.

On a piece of cardboard write out your phrase and illustrate the injustice. It is important to write large, neat words. The more color you use, the more attention your poster will receive.

Persuasive Speech

Write a speech to persuade the rest of the student body and your principal to support your idea. In order to influence people, you must support your opinion with examples. Include as many reasons as you can to explain why you feel the rule or procedure needs to be changed.

Provide time for students to share their persuasive speeches. Ask the audience to provide helpful feedback to the presenters.

"The Top Ten" for Elementary School Students

NUMBER SEVEN
(Corresponds to Primary Source #23)

Introduction

Pictures offer observers the opportunity to view an historical event or moment in a person's life. Ask students to study the pictures of VE Day keeping in mind that they reflect the photographer's judgment as to what was important at the time.

Focus Questions

What was VE Day?
How could the end of the war in Europe immediately affect the people of Baltimore?

A Picture is Worth a Thousand Words

Divide students into two groups.
Give each group a picture, a large piece of paper, and a magic marker.
Ask groups to jot down as many words as they can think of when looking at the picture.
Give them a time limit and play it as a game. The team with the most words wins.
Compare student perceptions of what they see to what the picture actually represents.

Writing to Inform

Imagine you are a person shown in one of the two pictures. Write a letter to a distant relative expressing your emotions at the time the picture was taken. Include specific examples of how your life will change now that the war has ended. Use some of your words from the previous activity to generate your thoughts.

"The Top Ten" for Elementary School Students

NUMBER EIGHT
(Corresponds to Primary Source #24)

Background Information

Personal correspondence provides first-hand written information regarding historical events and people's lives. The personal letters of John Chisholm to his mother and to his brother James in Jedburgh, North Britain discuss family matters, his religion, inhabitants of Cecil County, flax industry, his bad opinion of Marylanders and Native Americans, indentured servants, weather, description of the wealth of the land, and difficulty borrowing money. The letters were written between 1751-1764.

Focus Question

Evaluate John Chisholm's account of the flax industry, the inhabitants of Cecil County, and the Native Americans in Maryland to determine how his social, emotional, and economic perspective may have influenced his experience in Maryland.

Compare

Make a T diagram or Venn diagram to compare John's life in early Maryland with the lives of his mother and brother in Jedburgh, North Britain. How were their lives similar or different? Think about what issues would be important to both brothers.

Research Topic

Find the Native American group that used to live in Cecil County, Maryland. Research the tribe. How did they use the available resources? How were they affected by the arrival of European settlers?

Writing to Inform

Given the personal correspondence of John Chisholm and your prior knowledge of frontier life in early Maryland, create a one-page newspaper describing the experiences in Maryland. Your audience will be readers who have never before left their town of Jedburgh, North Britain. Your readers are interested in the flax industry and are curious about life in the colonies across the Atlantic Ocean. Use your local newspaper to identify the main components of a newspaper. Be sure to include these main components in your one-page newspaper. If possible, use available word processing or graphic computer programs to coördinate the final layout of your newspaper.

"The Top Ten" for Elementary School Students

NUMBER NINE
(Corresponds to Primary Source #38)

Background Information

When a country enters a war, many industries in that country have to produce more than they did previously. However, many of the workers are taken from the factories to become soldiers. A problem for every country that fought in World War II was finding the human resources to do the jobs in the factories and make the things needed to fight the war. Maryland women were called upon to support the war effort by working in factories. The woman pictured worked in the Fairchild Aircraft factory in Baltimore where she operated a drill press.

Focus Questions

In what ways did women contribute to the war effort?
In what ways did women challenge gender roles during the war?
What lasting effects did women's service during the war have on social values and relations?

Writing to Persuade

Imagine that you are the manager of the Fairchild Aircraft factory in Baltimore. Since most of the workers in your factory might soon be called to fight the war in Europe, you are faced with a real human resource problem. You decide to seek women workers as a solution. You will need to create a job advertisement in the local newspaper to persuade women to work at your factory. Consider the special arrangements that will need to be made for women workers. You know that your audience is women who have never before worked outside the home. Think of some ways you can persuade them to come and work for you. What incentives can you offer these women?

It is now time to create a job advertisement. Remember that you are trying to persuade the women in your community to come to work at your factory.

Write a Business Letter

Discuss the lasting effects the women's service during the war had on social values and relations. Ask the students to consider the changes in the workplace that occurred when men returned from the war. After the students have explored these changes, have the students write a business letter to inform a woman worker of the change in her status. At the end of the war, her employment in the factory will no longer be needed. The students will have to decide what they would do with the surplus of workers.

"The Top Ten" for Elementary School Students

NUMBER TEN
(Corresponds to Primary Source #40)

Introduction

Calvert Cliffs Nuclear Power Plant was built in 1972 by the Baltimore Gas & Electric Company (BG&E) to supply Baltimore and vicinity with electrical power. Calvert Cliffs Nuclear Power Plant is located in Calvert County, Maryland on the Chesapeake Bay.

Getting Started

Assess students' prior knowledge of nuclear power plants.

Have students locate Calvert Cliffs Nuclear Power Plant using a map of Maryland. Ask students to determine why BG&E chose this site for their power plant. (need for electrical power, near source of water, etc.)

Reading to Be Informed

Organize students into six groups. Assign one impact statement to each group from the "Summary of Environmental Impact issued by the US Atomic Energy Commission."

Have students independently read the "Summary of Environmental Impact."

Check for understanding by asking students to explain their impact statement in their own words.

Organize student answers on chart/overhead. Students are to take notes on shared information.

Persuasive Speech

Divide students into two groups. Be mindful to extract students equally from each impact group.

Group # 1: Baltimore Gas and Electric Company (BG&E)

Create a presentation for residents on the monetized costs and benefits of building a nuclear power plant in Calvert County, Maryland. Using technology or other visually creative methods, persuade the people living within 50 miles of the proposed power plant to support your idea of building a nuclear power plant in their neighborhood. In order to influence people, you must support your opinion with strong reasons. Include a handout for residents.

Group #2: Residents living within 50 miles of the proposed power plant

Representatives from BG&E would like to attend your next community meeting and are creating a presentation of the benefits of building a nuclear power plant in Calvert County. Your goal is to persuade BG&E to move the site of the plant to another location. Evaluate the "Summary of Environmental Impact" issued by the US Atomic Energy Commission. Think about how you will present your position. You may want to create a neighborhood newsletter, large picket signs, a visual presentation, or give residents two minutes each to address important facts at the meeting. In order to influence this large company, you will need to support your opinion with specific examples of how this nuclear power plant will impact your life and the environment in which you live.

Culminating Activity

Conduct a Town Meeting wherein students will present their persuasive speeches.

On the day of the Town Meeting, invite an outside audience who is to be persuaded.

Conduct an exit poll of the audience to determine which group was successful in persuading the audience to agree or disagree with building the proposed plant in their neighborhood. For example, did the BG&E group offer a clear and informative presentation of the monetized costs and benefits of building a nuclear power plant in Calvert County? Did the group of residents provide clear and specific examples of how the proposed plant would impact their lives and the environment? Ask the audience to be specific in their feedback.

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